SCHOOL AND OMNITY

VOL. XXII

APRIL, 1936

No. 4



SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers Association Send all contributions to the editor.

THOS. J. WALKER, Editor

E. M. CARTER, Adv. Mgr.

Vol. XXII

APRIL, 1936.

Fublished monthly, except June, July and August, at Columbia, Mo., by the Missouri State Teachers Association as per Article VI, Section 6 of the Constitution of the M. S. T. A., under the direction of the Executive Committee.

Entered as Second-Class matter, October 29, 1915, at the Postoffice at Columbia, Missouri, under Act of March 3, 1879. Acceptance for mailing at special rate provided for in Section 1103, Act of Oct. 3, 1917; authorized May 17, 1921.

Annual membership dues \$2.00, \$1.00 of which is to cover cost of School and Community. Subscription to non-members, \$2.00 a year.

Change of Address-If you have your address changed give old as well as new address.

GENERAL OFFICERS AND COMMITTEES, MISSOURI STATE TEACHERS ASSOCIATION. Next Meeting, Kansas City, November 11-14, 1936.

General Officers

W. W. Parker, President, Cape Girardeau, President, ate Teachers College; W. H. McDonald, 1st Vice-Teachers State Teachers College; W. H. McDonald, 1st Vice-President, Trenton, Superintendent of Schools; Beulah B. Tatman, 2nd Vice-President, Kansas City, Teacher, Northeast Jr. High School; Mrs. Florence D. Begeman, 3rd Vice-President, Troy, County Superintendent of Stad Vice-President, Troy, County Superintendent of Schools; E. M. Carter, Secretary-Treasurer, Columbia, Secretary of Reading Circle Board, Advertising Manager of School and Community; Thos. J. Walker, Columbia, Editor of School and Community and Associate Secretary-Treasurer; T. E. Vaughan, Columbia, Assistant Secretary and Business Manager.

Executive Committee

Ethel Hook, Chairman, Kirksville, Director of Libraries, State Teachers College; W. W. Parker, Ex-Officio, Cape Girardeau, President, State Teachers College; Henry J. Gerling, St. Louis, Superintendent of Instruction; Leslie H. Bell, Lexington, Superintendent of Schools; Mary C. Ralls, Kansas City, Teacher, E. C. White School; John W. Edie, Maysville, Superintendent of DeKalb County Schools; Alice Pittman, Springfield, Principal, Phelps

Legislative Committee

Legislative Committee

George Melcher, Chairman, Board of Education Bldg., Kansas City, Price L. Collier, Richmond; B. B. Cramer, Smithville; John W. Edie, Maysville; Edith Gallagher, Roosevelt Jr. High School, St. Joseph; Hattie Gordon, 5616 Wyandotte, Kansas City; Geo. L. Hawkins, Board of Education Bldg., St. Louis; C. H. Hibbard, Ava; L. M. Hosman, Cameron; Theo. W. H. Irion, University of Missouri, Columbia; W. F. Knox, Jefferson City; B. P. Lewis, Rolla; L. O. Litle, Neosho; George R. Loughead, Poplar Bluff; D. R. McDonald, Webb City; W. H. McDonald, Trenton; R. G. Russell, Clayton; W. H. Ryle, State Teachers College, Kirksville; Marion Schott, Kirksville; Roger Smith, Jefferson City; Kathryn Spangler, Clin-Roger Smith, Jefferson City; Kathryn Spangler, Clinton; H. P. Study, Springfield; Blanche Templeton, Rock Port; Mrs. Rubye H. Thompson, Charleston; M. B. Vaughn, Montgomery City; W. M. Westbrook, Marshall; Mary B. Womack, Dewey School, St. Louis; L. E. Ziegler, Boon ville.

Committee on Sources of Larger Revenue

Roscoe V. Cramer, Chairman, Switzer School, Kansas City; W. W. Carpenter, University of Missouri, Colum-bia; Everett Keith, Department of Education, Jefferson

Committee on Professional Standards and Ethics Supt. Roy V. Ellise, Chairman, Sikeston; Corinne Allison, Humboldt School, St. Joseph; Co. Supt. B. W. Freiberger, Fulton.

Reading Circle Board
County Supt. W. F. Hupe, Chairman, Montgomery
City; Cora E. Morris, Bois D'Arc; Supt. G. M. Cozean,
Fredericktown; President H. P. Study, Ex-Officio, Springfield; Supt. Lloyd W. King, Ex-Officio, Jefferson City.

Necrology Committee

Mrs. Anna L. Swartz, Edina; 1937; W. T. Carrington, Jefferson City, 1936; H. E. Blaine, Joplin, 1936; Beth Kanaga, 5634 Jansen Place, Kansas City, 1936; W. F. Pierce, Cardwell, 1937; Florence Cooper, Mullanphy School, St. Louis, 1937; Otis C. Thorburn, Savannah, 1938; H. W. Leech, Odessa, 1938; Glenn Smith, Salem,

Committee on Resolutions

Committee on Resolutions

First, I. M. Horn, Memphis, 1936; Second, W. M.
Westbrook, Marshall, 1937; Third, John W. Edie, Maysville, 1936; Fourth, R. V. Harman, Northeast High
School, Kansas City, 1937; Fifth, James S. McKee, 101
W. 39th, Kansas City, 1937; Sixth, Virgil Cheek, Springfield, 1936; Seventh, L. O. Litle, Neosho, 1936; Eighth,
W. H. Lemmel, Flat River, 1936; Ninth, C. J. Burger,
Washington, 1936; Tenth, W. A. Hudson, Deering, 1937;
Eleventh, Rose Ernst, 2903 Russell, St. Louis, 1937;
Twelfth, E. S. Lehmann, Kirkwood, 1936; Thirteenth,
Mary Mockler, 5812 Clemens, St. Louis, 1937; Ex-Officio Mary Mockler, 5812 Clemens, St. Louis, 1937; Ex-Officio, President W. W. Parker, Cape Girardeau and State Supt. Lloyd W. King, Jefferson City.

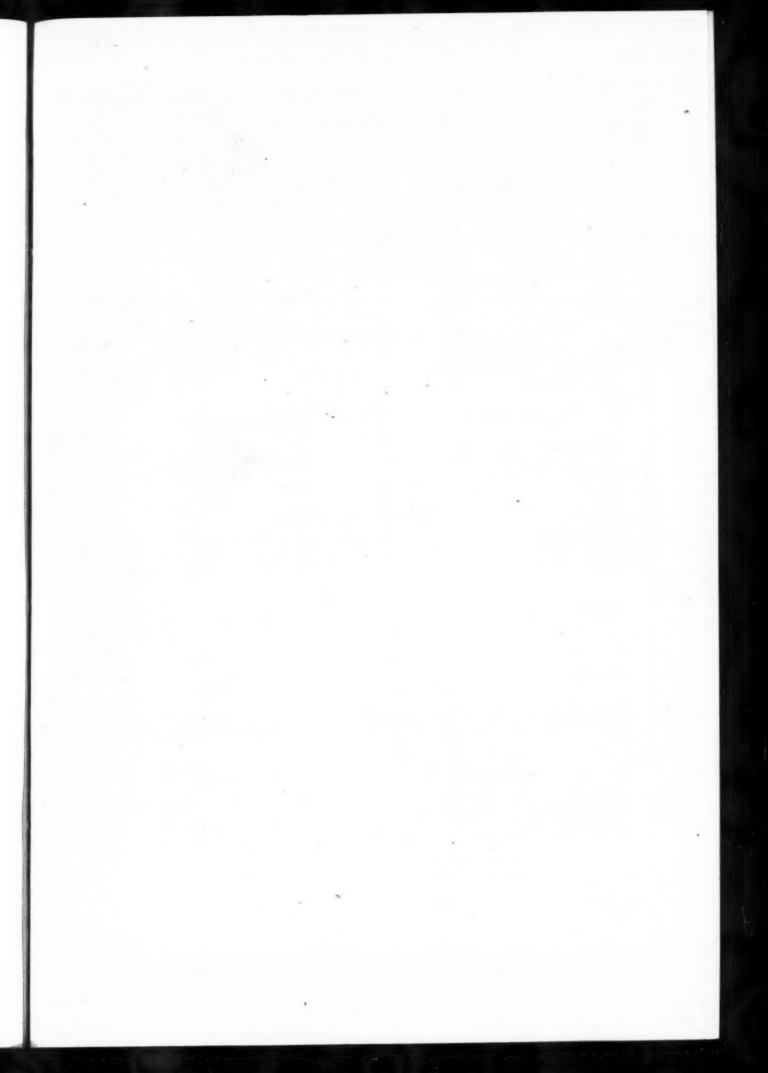
Committee on Teachers Salaries and Tenure of Office Dean Vest C. Myers, State Teachers College, Cape Girardeau, Chairman; County Supt. Hugh Graham, Trenton.

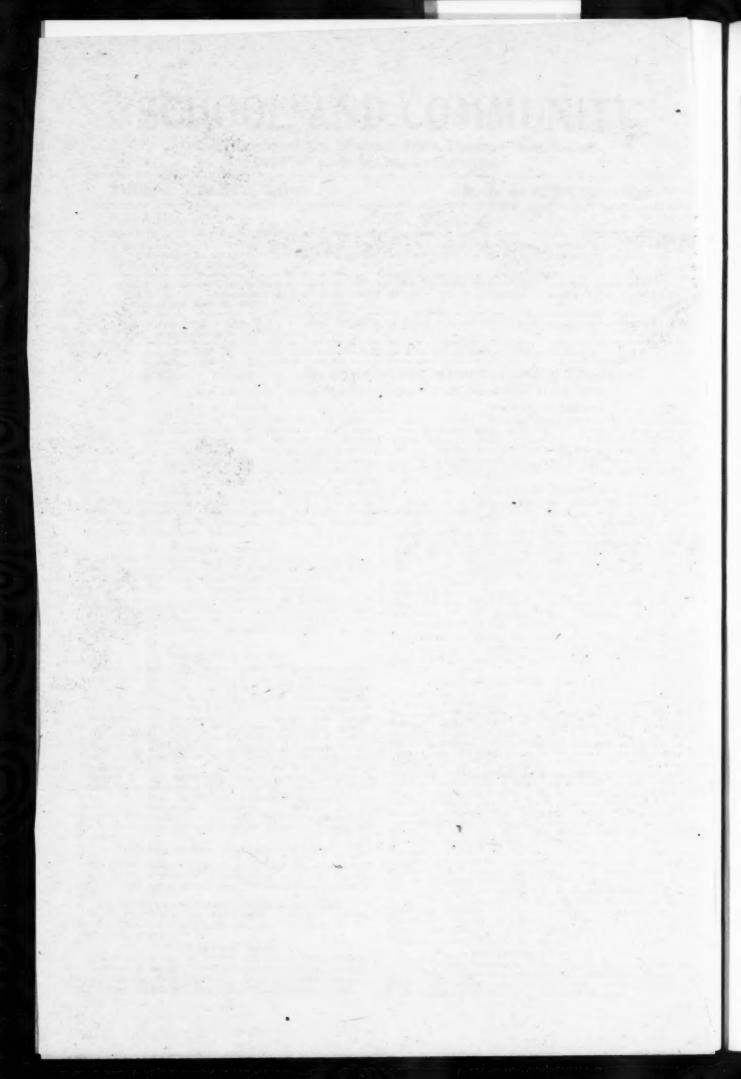
Teachers Retirement Fund Committee

Genevieve M. Turk, Scarritt School, Kansas City, Chairman; Alva L. Allen, Chillicothe; Ward Barnes, Normandy; Mrs. Florence D. Begeman, Troy; W. S. Bennett, Shelbina; Marian Bissett, Springfield; Stephen Normandy; Mrs. Florence D. Begeman, Troy; W. S. Bennett, Shelbina; Marian Bissett, Springfield; Stephen Blackhurst, St. Charles; C. F. Boyd, Ozark; John L. Bracken, Clayton; C. J. Burger, Washington; Fred L. Cole, Potosi; Frankie Connell, Hannibal; Philipine Crecelius, Blewett High School, St. Louis; L. V. Crookshank, Brookfield; Miles Elliff, Lebanon; E. A. Elliott, Joplin; Mary Flahive, Scarritt School, Kansas City; John W. Gilliland, Aurora; W. H. Guenther, Lexington; Stanley Hayden, Kahoka; W. A. Hudson, Deering; Pauline A. Humphreys, State Teachers College, Warrensburg; Fred Keller, Tarkio; W. H. Lemmel, Flat River; C. W. Martin, Kirksville; Don Matthews, Sullivan; Mabel Moberly, State Teachers College, Springfield; H. E. Robinson, Yeager School, Kansas City; W. E. Rosenstengel, Columbia; R. G. Russell, Clayton; C. H. Sackett, Roosevelt High School, St. Louis; W. J. Saupe, University of Missouri, Columbia; L. J. Schultz, Cape Girardeau; C. F. Scotten, Sedalia; E. B. Street, Independence; J. F. Taylor, Kennett; Roy Taylor, Herculaneum; J. V. Thompson, Eminence; Calla E. Varner, Central High School, St. Joseph; Elizabeth L. White, 321 W. Fifth Street, Maryville; M. Wray Witten, Versailles; Mary B. Womack, Dewey School, St. Louis.

Fact-Finding Committee

G. Capps, Chairman, University of Mo., Columbia; D. Selby, State Teachers College, Kirksville; Everett P. O. Selby, State Teachers College, Kirksville; Everett Keith, State Department of Education, Jefferson City; T. E. Vaughan, M. S. T. A. Bldg., Columbia.





1936

SUMMER SESSION

UNIVERSITY OF MISSOURI

June 8 - July 31

CALENDAR

Registration .					**	Monday, June 8
Class Work Begins						7 A. M. Tuesday, June 9
Independence Day,	Ho	liday				Saturday, July 4
Summer Session Me			omen	's Di	nners	Thursday, July 9
Baccalaureate Serv	rice					Sunday, July 26
Class Work Closes						4 P. M. Friday, July 31
Commencement						8 P. M. Friday, July 31

Undergraduate and Graduate Courses

in the

COLLEGE OF AGRICULTURE COLLEGE OF ARTS AND SCIENCE SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION SCHOOL OF EDUCATION SCHOOL OF JOURNALISM

SCHOOL OF MEDICINE

GRADUATE SCHOOL

Special provision has been made for an extensive program of graduate courses. The very large enrollment in the Graduate School during the Summer Session makes possible and necessary the offering of a wide variety of courses to take care of the needs of advanced students.

DEGREES

Work completed during the Summer Session may lead to any one of the following degrees: Undergraduate Degrees

1. Bachelor of Arts

Bachelor of Science in Education
 Bachelor of Journalism

Bachelor of Science in Agriculture

- Bachelor of Science in Home Economics
- 6. Bachelor of Science in Business and Public Administration

Work may also be carried leading to the degree in Medicine, and many of the courses in mathematics and science required for degrees in Engineering will be offered.

Graduate Degrees

7. Master of Arts

8. Doctor of Philosophy

9. Master of Education 10. Doctor of Education

The advanced professional degrees, Master of Education and Doctor of Education, are now offered to people in Education who are primarily interested in teaching and in supervision and administrative work. They are advanced professional degrees and are not research degrees. Further information relative to these new degrees will be gladly given.

If you desire further information or wish to have a complete Summer Session Announcement, write to:

Dean Theo. W. H. Irion Director of the Summer Session 101 Jesse Hall, Desk 1 Columbia, Missouri

Signpost to Spring Book Buying

Now-health books for grades 1 and 2 in the famous

CHARTERS - SMILEY - STRANG

HEALTH AND GROWTH SERIES

FROM MORNING TILL NIGHT

— Grade 1 —

HAPPY DAYS

- Grade 2 -

The new primary books have all the qualities of fine supplementary readers for these grades. Now you may use the "health-habit" books for the complete elementary course, for the 1st through the 8th years. Ready this spring

Engaging new supplementary readers for the early grades!

Dearborn

WINTERTIME—Grade 2 CITY FRIENDS—Grade 3

Continuing the popular Dearborn series begun with Kitten-Kat and Country Days, for first grade.

Gates-Baker-Peardon

NICK AND DICK-Primer

A supplementary primer to be read after the basal primer, Peter and Peggy, of the Work-Play Books.

Hedrick and Van Noy KITES AND KIMONOS

A third-grade reader of modern child-life in Japan.

La Rue:

HOOT OWL

A new La Rue for third grade; stories of American Indian childlife.

Our very attractive illustrated catalogue, Macmillan Books for Elementary Education, will be sent free, on request.

Many good new things to select for high schools!

A new BLACK and CONANT NEW PRACTICAL CHEMISTRY

REVISED EDITIONS of ULLMAN AND HENRY LATIN BOOKS

New Elementary Latin and Second Latin Book appearing in revisions.

Two new ROUX French texts
PREMIER COURS DE
FRANCAIS
SECOND COURS DE
FRANCAIS

A new LENNES general mathematics text PRACTICAL MATHEMATICS

The REVISED EDITION of Watkins and Bedell's GENERAL SCIENCE FOR TODAY Canby-Carter-Miller

Ready this spring!

JUNIOR BOOK ONE

- For Grade 7

JUNIOR BOOK TWO

- For Grade 8

The Junior High School Unit in the superb series

HIGH SCHOOL ENGLISH

New composition texts that articulate perfectly with the books for grades 9 to 12 of the Canby-Opdycke-Gillum-Carter HIGH SCHOOL ENGLISH, already in use in hundreds of high schools over the country. Now you may use the series for the full six years of study.

THE MACMILLAN COMPANY

2459 PRAIRIE AVENUE

CHICAGO

A NEW COURSE IN ADULT EDUCATION

Summer Study In Vacationland

Enjoy the scenic beauties and recreational delights of the land of ten thousand lakes while studying next summer. Minneapolis is the gateway to one of the Nation's greatest summer playgrounds. Graduate Courses for Teachers with New Masters Degree for Course Work Only at the UNIVERSITY OF MINNESOTA

These courses include Adult Education, Biology, Chemistry, Physics, Mathematics, Sociology, Child Welfare, Industrial Education, Public Health, Home Economics, Physical Education, Play Production, Music and many others. Full credit toward Baccalaureate or Advanced Degrees is given for summer work in all courses. All departments, laboratories and research facilities are open and at your service during the summer.



250 Selected Educators
Special Lectures
Plays and Excursions
600 Courses
A Great Reference Library
Advanced Degrees
Moderate Fees
Low Living Costs



TWO TERMS
June 15-July 25 July 25-Aug. 29
A Suggestion You may find it convenient to enroll for the second term after returning from the N. E. A. Convention at Portland, Oregon.

Write for Complete Bulletin, Director of Summer Sessions, Dept. J. UNIVERSITY OF MINNESOTA, Minneapolis, Minnesota

Announcing our

SUMMER TERM Southwest Baptist College

May 18 to July 24

Only \$70.00 for room, board, tuition and fees for ten weeks. Work for approved grades and elementary certificates. Personal consideration given each student. Dormitory facilities. Recreation and social features. Private swimming pool. Teachers may pay two-thirds of their expenses after school starts next fall.

Write for Summer School Bulletin

SOUTHWEST BAPTIST COLLEGE

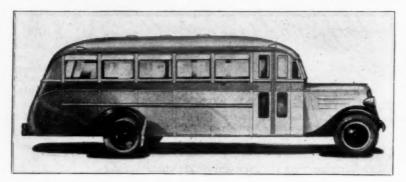
Miss Ruby Brogdon, Registrar Bolivar, Missouri

BAILEY AUTO BODY COMPANY

1320 South Grand Boulevard

St. Louis, Mo.

Distributors of WAYNE all-steel School Bus Bodies



Play safe!!! Replace your old school busses with new 1936 models equipped with a Wayne all-steel bus body. Bring new safety and comfort to your school children. There is nothing safer than the Wayne all-steel bus body.

The picture above illustrates our latest 1936 streamline all-steel bus body. We can furnish similar models in either the standard types or with streamlines in any capacity.

It will pay you FOUR-WAYS to replace your old equipment with our new 1936 models. Let us explain this to you!!! We will gladly send you our new circulars containing pictures and attractive low prices. Immediate delivery of bus bodies, if desired. Write us.

BAILEY AUTO BODY COMPANY

1320 South Grand Boulevard

St. Louis, Mo.

CAPITALIZE YOUR TEACHING EXPERIENCE

You can earn \$300 to \$1,000 during vacation in your home district or by traveling, on our GUARANTEED INCOME PLAN.

Schools and teachers are demanding our NEW UNIT PLAN MATERIAL prepared at Teachers College, Columbia University, because it meets the needs of progressive school practice.

Only Superintendents, Principals and Teachers with at least 5 years successful teaching experience can qualify. Car necessary—no investment required—exclusive territory. Correspondence confidential.

State age, experience, choice of territory, and dates between which you can work.

GEO. L. SHUMAN & CO. Dept. F., 203 N. Wabash Ave., Chicago, Illinois

These 15 Features make the HEALTH and SAFETY SERIES

(Brownell-Ireland-Giles-Towne)

the outstanding health texts of the time

MODERN CONTENT

PROGRESSIVE DEVELOPMENT Gradual transition throughout 5 Co

5 Covers broad range of material on all phases of individual and social problems of health and safety. STRONG MOTIVATION

10 Guides study of health through
interesting previews, simple explanations, and purposeful summariz-

ing exercises.

I Gradual transition throughout series from pupil's experience to content based on scientific information.

6- Based on up-to-date knowledge, and checked for accuracy by experts in the field of health education.

11 Carefully controlled vocabulary, clear explanation of all technical words, and simple treatment of every topic makes the books easy to read and to understand.

2 Gradual shift in treatment of health as a problem of the individual pupil, to health of the community as a problem of science and of the state.

7 Selected carefully with reference to experience and needs of the child.

12 Rich in pupil activities, Exercises guide pupil in organizing his knowledge, in applying it, and in expanding it through individual group projects.

3 Gradual development of new ideas and new attitudes in terms of the learning experience of the child.

8 Explains in simple language how science has replaced superstition. Leads pupil to develop scientific attitude toward all health problems.

group projects.

13 Profusely illustrated with photographs and drawings. Many pictures in color, and most pictures specially posed.

4 Based on extensive investigation of courses of study and expert opinions on health teaching.

9 Gives pupil a real interest in health practices and a clear understanding of the facts back of health rules.

14 Pictures closely related to pupil's own experience and to text. Children in pictures are same age

Detailed facts sent upon request

as children using the book, 15 Glossary and index are complete, and simple and interesting in style.

RAND MCNALLY & COMPANY

536 South Clark St., Chicago, Illinois

Glacier Park . . .

● Plan now to attend the N. E. A. Convention at Portland. Travel luxuriously on Great Northern's famous Empire Builder at money-saving reduced fares. Stop off at Glacier National Park, "America's Most Sublime Wilderness" containing dazzling multi-colored mountain peaks, 60 ancient glaciers, countless waterfalls, 250 lovely alpine lakes. If time is limited take new one, two or three day low cost "stop-over tour" through the Park . . . Then visit Spokane, Seattle, Tacoma, Vancouver, Victoria, Mt. Rainier, Mt. Baker, the Olympics, Portland and Mt. Hood.

All-expense Bargain Tours
Throughout the West
Great Northern offers more for your

Great Northern offers more for your money. Choice of routes optional one way—but don't fail to see Glacier Park. Clip coupon for gilt-edged information

N.E.A. CONVENTION
at Portland, Oregon
June 28 • July 3



J. M. SANFORD, General Agent
Dept. S-1, Great Northern Railway
520 Boatmen's Bank Bldg.
St. Louis, Mo.

Name_____

City State



VOL. XXII No. 4



APRIL, 1936 th m fi bo to be le g fe th

TABLE OF CONTENTS

Front Cover Editorials	151	Teachers In Defense of the Junior High School Boy	
Teacher Retirement	153	Who "Hates Music"	
Teachers' Agencies	154	Shall We Scrap School Marks	162
		Latin in the High School Program of To-	
Saving and Borrowing Cooperatively		day	
Through Credit Unions	156	Required Rural Music	
Pres. Geo. W. Frasier, To Classroom		Items of Interest	174

Index to Advertisers

Albert Teachers Agency	
Allyn and BaconFourth c	
Bailey Auto Body Company	148
Central Missouri State Teachers College	
Third c	
Chillicothe Business College	176
Clarke Steamship Co., Ltd	168
Fisk Teachers Agency	175
Greater University of Tours171,	176
Great Northern Railway	149
Gregg Publishing Company	166
Household Finance Corporation	174
Hughes Teachers Agency	175
Kansas City Power and Light Company	167
Laidlaw Brothers	152
Macmillan Company	146
McKnight & McKnight	169
Merrill Company, Chas. E	166
Montanans, Inc	170
Nat'l. Ass'n. Chewing Gum Mfgs	165
Nichols Company, Inc., T. G	176
Northeast Missouri State Teachers College Third co	

Northern Pacific Railway
lege Third cover
Rand McNally & Co
Robbins Tours 173
Rocky Mtn. Teachers' Agency 175
Shuman & Co 148
Southeast Missouri State Teachers Col-
lege Third cover
Southwest Baptist College 147
Southwest Missouri State Teachers Col-
lege Third cover
St. Louis University
Supplemental Education Association 173
Tailor Maid Frocks, Inc
University of Colons to
University of Colorado 169
University of Denver 171
University of Minnesota 147
University of Missouri 145
University of Southern California 171
University of World Travel 176
University of Wyoming
Washington University 168
Winston Company, John C 151

"THE SPIRIT OF EDUCATION"

(See Front cover)

I N the center of the picture the dense clouds of Ignorance and Prejudice have parted and to the earth has come an heroic figure symbolizing the Spirit of Education. She holds aloft the flaming torch of enlightenment, which we in America are to carry forward from generation to generation, while open before her lies the Book of Learning. Mercury-like she moves ever forward on the winged wheel of Progress.

Representative Americans, who typify for their day and time the Spirit of Education, move in slow procession toward the figure, from the right and from the left, and are bathed in the incandescent light from her torch. Epochs in our educational history have been marked by personalities which afforded leadership. Ranged about these leaders are groups of children and young people who, feeling their presence and inspiration, follow them in contentment and utmost faith.

IL.

59

60

62

64

68

74

75

19

75

8

1

r

36

9

The left-hand processional we might call that of the Pioneer Teachers—pioneer in the sense that these particular leaders ventured into new fields and broke new ground.

Leading this group is an idealized figure of the Colonial schoolmaster, who, as teacher, was largely responsible for the intellectual and spiritual quickening of his generation. Gathered about him are the little boys and girls of his time, carrying their hornbooks.

Next at the left are two Indian boys and a Franciscan priest (Junipero Serra) who symbolizes the heroic work of pioneer missionaries among the Indians, especially on the west

Directly behind them are two of the Dame school teachers who laid the foundations of our elementary public school system.

Then comes the negro educator, Booker T. Washington, who sought equality for his people in the field of education. With him is a negro boy carrying a hoe to symbolize vocational training.

At the extreme left is a thoughtful and introspective trio; Benjamin Franklin, representing balanced judgment, Thomas Jefferson, penetrating political and educational sagacity, and Joseph Lancaster, educative originality. All three were active and advanced thinkers in the field of education during the critical and formative period of our nation's history.

In the background at the left side of the mural is the log cabin of the frontier—the land of the pioneers; and, beyond, the long sweep of open country merging into towering mountain peaks—the land of future America.

The right-hand processional is led by the stalwart figure of Horace Mann, one hand protecting the little boy with drooping head across whose eyes is a bandage symbolizing blindness. For among Mann's many contributions to society were his efforts in behalf



BUSINESS is going to the dogs—to the 15,000,000 dogs in U.S. Daily feeding cost, \$1,500,000.00. Add cost of veterinary services, collars, kennels, and other expenses, and the annual dog bill reaches \$600,000,000.00.

RECENTLY a law was passed in China prohibiting the Chinese from reading Lewis Carroll's Alice's Adventures in Wonderland.* Lawmakers explained that because the book portrays animals that speak, it is blasphemous. "A blasphemous law!" declare Carroll enthusiasts. "There should be a law making it compulsory for everyone to read Alice. *One of the 35 titles in The Winston Clear-Type Popular Classics. Have you the complete list?

MOST important educational trend is believed to be the new regraded curriculum in arithmetic, whereby much of the subject matter of Grades 3, 4, and 5 is moved up half a grade. By means of this plan The New Curriculum Arithmetics (Brueckner et al.) facilitate learning, reduce failures, and provide socializing experiences which greatly enrich the work.

NO oil painting in existence, it is believed, is thoroughly dry.

ANALYSIS of reading ability of 5,354 pupils in 16 New York City high schools revealed the following: 15 per cent were below fifth grade level; 21.3 per cent were at fifth grade level; 35.6 per cent were at sixth grade level; 19.2 per cent were at seventh grade level; 8.9 per cent were at eighth grade level or above. The pupils examined were selected on the basis of an intelligence quotient below 90. Winston representatives report similar situations in all sections of the U.S. Ideal for use in diagnostic and remedial reading instruction are Scouting Through, Pioneer Trails, and The Round-Up.

New York City, the telephone books are subjected to such hard usage that they are completely worn out within 72 hours. Textbooks, like telephone books, receive hard usage. A suggestion—equip your pupils with geographies, arithmetics, and histories bound in the patented Winston "Hercules" binding—the strongest schoolbook binding known.

WINSTON BLDG. PHILADELPHIA PA.
CHICAGO ATLANTA DALLAS SAN FRANCISCO



WORKING AND HAPPY---USING

THE STANFORD SPELLER

By Almack and Staffelbach

We are pleased to announce that a new edition of **The Stanford Speller** has been even more popular than the first edition.

The new edition contains a complete dictionary of all words for Grades 4 to 8 inclusive, with no increase in price. Other important improvements are included in the new edition.

Write for information about other Pupil-Activity Textbooks:

ESSENTIALS OF EVERYDAY ENGLISH

LENNES ESSENTIALS OF ARITHMETIC

ART APPRECIATION TEXTBOOKS

Laidlaw Brothers

320 East 21st Street Chicago of instruction for the blind. His work of educating public opinion toward the establishment of common public schools is unique in the history of education. In pledging himself to the task, he said, "I devote myself to the supremest welfare of mankind on earth."

Beside him stands Mary Lyon with two charming girls dressed in the fashion of one

Beside him stands Mary Lyon with two charming girls dressed in the fashion of one hundred years a o. Despite ridicule and criticism her untiring efforts to establish higher education for young women were crowned with success in 1837 when she opened Mount Holyoke Female Seminary.

Then comes Henry Barnard, the philanthropist, next in importance to Horace Mann in the significance of his work for the public schools of America.

With hand raised to direct the singing of a boy and girl is the Beethovenesque figure of the youthful Lowell Mason, who was the first to introduce music into American schools.

In scholarly abstraction next stands our contemporary thinker, John Dewey, and behind him Charles W. Eliot, representing the era when the modern university and college were first attaining their present stature. Completing the procession is Colonel Francis W. Parker, who influenced educators to keep the child, and not teaching, uppermost in their thinking.

The background at this side of the mural offers a vivid contrast. Rising into the clouds is the skyline of a modern city, flecked with jets of steam. Stacks are belching smoke and up the harbor steams a giant liner. Tugs are puffing by the docks. Here is modern, industrial America.

From "An Interview with the Artist, Newell C. Wyeth." Courtesy, Silver, Burdett & Co.

WHY READ?

People consume books as they drink coffee, smoke, chew gum or play patience, as anodynes and drugs. They read to dull the brain, not to vitalize it; to lose rather than to find themselves. But reading which deserves the name should be a means not of escape from but of enhancement of life. Great literature confers upon our being a permanent enrichment. For what, it may be asked, is the object of reading unless something definite comes of it? One would be better advised to play bridge. What is the point of reading history, philosophy, morals, or biography unless it affects our lives and actions in the present world? What is the sense of reading poetry or fiction unless as a result you see more beauty, more passion, scope for your sympathy and interest in the world than you saw before? Above all, reading should help a man to discover himself. Unless by one method or another, by contrast or by sympathy, a book reveals a man to himself, I doubt if it can properly be called a book at all.—C. E. M. Joad.

EDITORIALS EX

TEACHER RETIREMENT

k of

olishn the lf to the two

critgher

with

Hol-

ilan-

Iann

ablic

of a

e of

first

our

be-

the

ege

ure.

ncis

eep

neir

ral

uds

ith

ind

are

in-

C.

e,

0-

n,

nd

he

m

re

b-

S

y

t

ye

V

n

IT NOW APPEARS CERTAIN that the initiative petitions being circulated will meet with sufficient approval to assure an election on the question of liberalizing the State Constitution so as to permit the consideration of a teacher retirement system by the citizens of Missouri.

Some of the congressional districts are definitely over at this writing, others have progressed far enough with the petitions to make certainty of completion only a matter of days. Reports from all parts of the State are so encouraging as to allow no room to doubt the successful completion of the petitions in any district.

It now becomes the function of each teacher to become informed on the merits of retirement systems so that she can discuss the question intelligently and inform the public as to its real function in society and its effects particularly upon the quality and effectiveness of a public school system, when such discussion is opportune.

One wide-awake worker has made the suggestion that each person circulating a petition keep a list of those who have signed it and that this group of voters become the circulator's special group for solicitation before the election in November.

The securing of the right to vote on the liberalizing of the Constitution is the first step. If we proceed with the interest and industry now evident, this step is assured. Two years ago, we took such a step but because we were less diligent in the election than we should have been, we have had to back up and take this step again.

The second step which, if taken, will put two movements definitely behind us, is the carrying of the amendment. Successful in this we will then stand as a State along with forty-six others in which teacher-retirement legislation is permitted. We now stand with only one other state which by its constitution prohibits the consideration of this sort of legislation. It seems that the interests of freedom might be strong enough to remove a restriction which effectively prohibits the possibility of hopefully discussing a question of such vital importance to the welfare of children as many believe this question to be.

These two steps may well be taken without giving much detailed attention to the real question of retirement, and without much discussion either for or against the matter. They are the procedures by which we approach the question, the steps by which we arrive within eyeshot of it. After the election, if by it we have removed the prohibition to look at the question, we may proceed to show the public its various features, details and attractions. Meanwhile let's be sure that we establish a right which we do not now have; namely, that of attempting to sell a product which has already been purchased by most of the states, which has demonstrated its usefulness over the civilized world, and against the purchase of which there is at present a constitutional bar in only Missouri and Texas.

TEACHERS'

THERE ARE TEACHERS' AGEN-CIES and teachers' agencies. By this we mean there are good ones and there are the others whose practices and policies shade down to narrow commercial selfishness so low as to border on racketeering with all its connivance, collusion, undermining and blackmailing concomitants.

Teacher placing agencies, like most other activities, have as their motivating force some center, be it institutional or personal, which expects to profit directly or indirectly by the placing of teachers. Educational institutions naturally desire that their own graduates or students secure positions. Each school is entitled to the thrill of satisfaction that comes from the knowledge that its graduates are so highly regarded that they secure good positions quickly. Such a reputation means more students, more revenue and, what is better, a personal feeling of filling a real need. But even an institution may become so possessed with the desire to sell its product that it spends too much of its energy selling and neglects the forces which make for the output of a worthwhile teacher. The cry which we so frequently hear about selling the schools to the public suggests the danger that lurks in the idea that salesmanship is the prime necessity. The "better mousetrap" idea still is fundamentally sound, even though the ballyhoo of tooth paste, gasoline, coffee and automobile salesmen seems to belie it.

But the placing agency so far as teachers are concerned which are subjected to the greatest temptation to thrive at the expense of the public and the teachers, is the commercial

agency that has no producing interests whatever. These agencies take what material there is for sale and try to find a market for it. Their primary interest is the commission which accrues to them when the teacher is placed. They are benefited by a rapid turnover of teachers. The more vacancies in a given year, and the more panicky the teachers become, the more appeals the agencies have for jobs and the more positions they claim credit for filling, the more bountiful will be their crop of commissions. Consequently they are tempted to stir up among teachers dissatisfaction with their jobs and among school boards with their teachers. may be easily imagined where an interested agency, institutional or private, may deliberately, by direct or indirect methods, foment unrest by holding out to teachers the lure of higher salaries and to school boards the lure of saving money for the sole purpose of producing changes favorable to no one but the agency.

ir

t]

16

Fortunately there are agencies who through a period of time have not stooped to the methods of the racketeer, even when depression has made their need for business most grievous. These agencies recognize their legitimate function and are impelled by standards of fair dealing to direct their efforts along ethical channels. There are enough of this sort to serve the real needs of the profession.

We had better beware of that agency which is so much interested in selling that it is careless of what it sells and so ravenous for a market that it deliberately works for the creation of vacancies.

A news story recently told of the conviction of a veterinary for poisoning stock so that he might be called on to cure them. Well the racketeering teachers' agency is so low that this veterinary seems like an archangel.

rests

what

y to

nary

ac-

r is

apid va-

ore

ore

jobs

aim

iful

ons.

stir

ion

ool

ses

in-

iv-

in-

ld-

er

ire

se

no

ho

ot

e-

le

S.

i-

y

et

S.

e

t

n

If you need a teachers' agency, select one with a reputation, that uses professional methods even though its promises may not be so alluring, for by so doing you will be better served and you will not be contributing to the creation of a situation bad for all concerned.

Our Retirement Campaign

Genevieve Turk.

EVERY TEACHER and every friend of education in Missouri should be on his toes until the general election in November to see that the constitutional amendment making a teacher retirement system possible, is put on the ballot and adopted.

At the meeting of the Department of Superintendence in St. Louis a month ago, three meetings were held by the National Council of Teacher Retirement Systems. State after state was represented, showing investments, reserves, benefits, but Missouri could be only a spectator—an outsider.

Petitions are now being circulated over the state for an enabling act—a constitutional amendment—permitting a teacher retirement system to be enacted in Missouri, if such amendment is adopted in November.

An average of six thousand names in each of nine congressional districts will be necessary. We hope the full thirteen congressional districts will obtain their quotas. The work done in securing the signatures is work that will carry over into the election. The more names secured on the initiative petitions, the more persons interested. Many districts over the state will intensify the work as soon as the April school elections are over.

Reports from over the state indicate that several districts have already obtained their quotas. All report a great deal of interest and cooperation.

The State board meeting of the Missouri Congress of Parents and Teachers, in session in St. Joseph on March 23 and 24 reaffirmed their belief in the educational benefit of a Teacher Retirement System, and renewed their pledge of aid in the initiative campaign and in the November election. Much of what we accomplished

two years ago was due to the friendly aid and cooperation of our Parent-Teacher Association. Mrs. P. H. Crane, State Chairman of Legislation for the Parent-Teacher Association, says to the Parent-Teacher members throughout the state in a published article recently, "Your principal will have the blanks and will call on you for assistance. You do not need to wait Go to him and tell until he calls you. him you want to help, then let us repeat the fine work we did two years ago, making a success of this first step. We must not stop there, however. We should spread the gospel of Retirement of teachers. Study the benefits. Be prepared to explain how it will raise teachers standards and benefit the children. Have talks at your meetings and do all you can to educate the public on this proposition."

A few days ago I called the Bell Telephone Company to put a new cord on my office telephone. A workman of some years came out to make the repair. As I sat at the desk he told me that he was due for retirement in a short time. He said that he would retire on one hundred dollars a month, after forty years of service. He was a man of some technical knowledge, but not a great deal, having spent his years with the telephone company as repair man. He seemed to feel that it would be difficult for him to get along on a hundred dollars I told him that he was to be a month. congratulated-that teachers would feel very happy and satisfied if they could be assured of a hundred dollars a month after forty years of service, for as long a time as they lived. The Bell Telephone Company recognizes as all industrial companies do, the value to their service of a good retirement system. Let us hope the state of Missouri will soon see the value in education of such a system.

SAVING AND BORROWING COOPERATIVELY THROUGH CREDIT UNIONS¹

By Herbert Emmerich, Executive Officer, Farm Credit Administration

EDITOR'S NOTE:

In the realm of teacher welfare there are few problems of more immediate importance than the one discussed in this article. Teacher Credit Unions offer to teachers who have the initiative to organize and take advantage of the services of such organizations not only a means of securing needed loans at a reasonable rate of interest but also a satisfactory method of making modest savings. The ordinary organized methods of saving are built on the idea the company (insurance, annuity, savings bank or whatever the receiving company may be), can handle the money, received in insignificantly small amounts but significantly large in aggregate, so as to save for the depositor and at the same time produce an income to the individuals operating the organization. With credit unions the idea is that depositors will receive, first, adequate assurance that their funds will be safely kept, second, that the money will be used to accommodate members whose personal character offers security against loss and who need the services of the money loaned.

The whole idea is one of practical cooperation for the mutual benefit of all concerned. An idea that needs to be exemplified in many realms of life and in all groups. It presents to each community association an immediate problem upon which the members can go to work with the assurance that objective benefits are at once evident. No central organization is necessary in the plan here presented. The local operates on a charter issued by the Federal Farm Credit Administration and under protective rules prescribed by the federal authority to safeguard the funds, the interests of the

members of the credit union, and the borrower.

WERE you ever sick and wondering where you'd get the money to pay the doctor's bill? Have you ever experienced the embarrassment of having your furniture set out on the street because you couldn't pay the rent? Did you ever have to borrow money right away for any common-sense purpose and have to agree to pay a hold-up rate for the money? Did you ever have the sheriff right behind you because you couldn't meet the installments? Have you ever been strictly up against it?

Well, if you have, I want to tell you about credit unions, and how the Government is helping groups of people organize these cooperative thrift and loan associa-They are a part of the Government's effort to build permanent cooperative credit institutions for men and women of average means They do not lend Government funds. These cooperative associations are self-supporting. They are owned and controlled by the groups of Individual emerpeople they serve. gencies occur in the lives of all of useven in the best of normal times. I wish to describe tonight this plan whereby groups of people can work together to meet such emergencies cooperatively.

A credit union is a cooperative thrift and loan association. It is organized by the voluntary action of a group of people having a community of interest who wish to save money and make sure of having a source of loans in time of need. It serves two purposes. First, it provides a convenient and attractive way for its members to save money; it enables the person of average means to improve his financial security by encouraging thrift and regular saving. Second, it is a means of making available to the members a line of credit at reasonable rates; it provides a friendly lending agency for each cooperator.

F

a

Credit unions are so simple in their organization that it is strange that we have been so slow to see their value in this country. In other countries they became popular over fifty years ago and have grown to great size and importance. We are just beginning to see their possibil-

ities.

May also Organize under State Laws

The first credit union law in the United States was passed in Massachusetts in 1909. Now there are forty States having credit union laws. Last June, the Federal Credit Union Act was passed by Congress

¹ An address broadcast over the basic blue network of the National Broadcasting Company, May 2, 1935, under the suspices of the National Advisory Council on Radio in Education, in cooperation with the League for Industrial Democracy.

and approved by the President. Now credit unions may be chartered by the Federal Government anywhere in the United States. Thus credit unions have a recognized position under both State and Federal laws.

I wish to describe tonight particularly the Federal Credit Union Act although it is very much like many of the State acts. The Federal Government will assist the new groups, advise the proper procedure and determine whether the necessary basis for organization exists before granting the charter. After the new credit union is started, there are regular examinations of its business and reports on its management.

Credit Unions Serve All Types of People

Perhaps you may wonder why the Farm Credit Administration was chosen to administer the Federal Credit Union Act. Why was an administration dealing with agricultural credit problems chosen to assist the credit union movement which has grown more rapidly in cities than in farming sections, and is especially well suited to the needs of factory and office The reason is this: The Farm Credit Administration is a cooperative or-Its permanent institutions, which lend money to farmers, are built on cooperative principles. Because the Farm Credit Administration specializes in developing cooperative financing it was considered qualified for the tasks of administering soundly, but sympathetically, the provisions of the Credit Union Act. Remember this, however, credit unions are for all types of people; and the Credit Union section in Washington stands ready to assist groups everywhere-in cities, in farm communities, and in towns.

Seven People May Start a Credit Union

You will probably be interested in knowing how you can start a Federal credit union in your group so that you and your neighbors or coworkers can get the benefits of the services it renders. Any seven persons in a group with a close common bond may apply for a charter to the Farm Credit Administration in Washington provided they represent a group which has a field of membership which is suitable for such an organization.

The group may consist of employees of the same factory, store, or office; they may be members of the same church, lodge, or society; teachers in the same school system; farmers in a given locality; or residents of a small well-defined community. The success of a credit union depends on this common bond and real acquaintanceship. The group must have at least fifty potential members who will be interested in joining it.

The actual organization of Federal credit unions is a simple process, which can be done quickly at a very small expense. The members, themselves, elect their board of directors on the cooperative principle of one member—one vote. There are no controlling shareholders in credit unions. Usually an office is set up right in the plant or at some convenient place in the community where savings can be received and loans disbursed. Members may save in small sums—as little as 25 cents per month, or week, depending on the way they receive their income.

Make Loans from Members' Savings

A credit union thus provides an easy, convenient, safe place in which its members may accumulate money in small sums. When one of the members of a credit union requires a loan, it must be submitted to the credit committee for approval. The Federal law permits a loan of \$50 to be made without collateral or cosigner, and loans up to \$200 with adequate security, or more if the assets of the credit union exceed \$2,000. The rate of interest charged may not exceed 1 percent per month on unpaid balances; no other charges can be made for this service.

As the credit union becomes larger and the lending experience is good, the company, in due course, reduces this rate of interest to its member borrowers. Any member in good standing may apply for a loan. Loans, however, may be made only for useful, productive purposes. The character of the borrower must be good, and the security he offers ample, in the opinion of the credit committee. Federal credit unions may not loan money for more than two years and repayment must be at regular intervals out of income. In

ple vish g a ves on-

his rift ans a

em-

orve his me

Ve

il-

ich

ed in ng

of ler lio

SS

this way, small loans are placed on a business basis and a person needing funds is not required to ask the boss or some friend for an advance as a personal favor, nor is he compelled to put himself in the hands of a loan shark.

Make Loans at Nominal Cost

The credit union can perform these credit services satisfactorily and at a nominal cost, because it works on a cooperative basis. There are no big salaries to pay. Most of the work is done by elected members who give their services for the common good. There is no large overhead. As a usual thing, rent, light, and heat are donated by some individual or by the organization around which the credit union is formed. Credit unions bring the facilities for saving directly to the members and this very convenience promotes thrift.

There are many safeguards which protect the investment of the members' funds in the credit union. Under the Federal act, loans may be made only to members, and surplus funds may be invested only in securities fully guaranteed by the United States Government. Failures have been practically unknown among credit unions. This is largely because they are operated by their members who are careful and not speculative in the handling of each other's funds; and the cooperative nature of the institution creates a loyalty among its members which protects it during difficult times. The law also requires that credit unions be examined by competent auditors at regular intervals.

Credit Union Movement Growing

Credit unions are not new. Over 3,000

of them, organized in previous years under State laws, are now in operation in the United States. Now that the Federal Government is assisting, the credit union movement is going forward rapidly. Over 300 Federal credit unions have been organized. Altogether, more than 750,000 men and women are members of State and Federal credit unions and the number is increasing at the rate of over 25,000 a month. These credit unions have resources estimated at more than \$60,000,000.

Summary

There are three things I want you to remember about credit unions: First, the credit union is a truly cooperative association. The members have a common bond of interest. They organize a business of their own. It is democratically managed. Each member has an equal vote—an equal voice—in the cooperative institution.

Second, the credit union helps you save money—makes it convenient for you to save. It encourages thrift and regular

saving.

Third, the credit union approaches the problem of the man or woman who needs credit with sympathetic understanding. It lends money at a reasonable cost, protects you from excessive charges, makes loans promptly, provides a permanent source of loans. It helps the borrower become a regular, substantial saver. Credit unions point the way to economic security for the average man and woman.

If you are interested in organizing a Federal credit union, write for more information to the Farm Credit Adminis-

tration, Washington, D. C.

TWO LITTLE FIVE YEAR OLDS

Margaret F. Funk.

A CHUBBY little boy
Into my schoolroom comes,
Brown eyes coy,
Face of bliss,
Shows the print
Of an angel's kiss,
This is Vernon.

A SKIPPING little fairy,
Into my schoolroom comes,
Tresses airy,
Eyes of blue,
Caught from the sky
As she earthward flew,
This is Viola.

Pres. Geo. W. Frasier, To Classroom Teachers

The Department of Classroom Teachers of the National Educational Association held its annual luncheon in the Hotel Jefferson Gold Room, Wednesday, February 26, 1936, at 12 o'clock, Miss Mary C. Ralls, National President, presiding. The guest speaker of the day was Dr. George W. Frasier, President of Colorado State College of Education, at Greeley, Colorado. Mr. Matt J. Scherer's (V.-President High School Teachers Association) welcome speech was answered by Mrs. Mary D. Barnes, Vice-President, Department of Classroom teachers. Dr. Frasier's magnificent closing speech was opened with the following remarks:

WHAT do we want in education? We want a better citizen, who votes intelligently, one who accepts civic responsibility, one who serves his country by holding office, who is sensitive to the evils of society and wants to help, one who is interested in economic and social security for fellow-men, one who is interested in producing the best possible government and the best possible cit-

izen in America.

s unon in deral

union

Over

n or-0,000

State

num-

5,000

e re-

\$60,-

o re-

the

soci-

ond

s of

ged.

lual

ave

to

ılar

the

eds

ng.

ro-

res

ent

oe-

dit

ır-

a

re

is-

I have a proposal that I want to make as to what we might do to bring this about. Some of you may think that these are old suggestions, but I am mentioning them in order that you might have a fresh view on them from someone outside the Classroom Teachers organization. What do we need? What we need among Classroom Teachers is financial freedom, freedom from depressing worries that we sometimes have in this economic world. Seven things are necessary to solve this problem:

1—Every classroom teacher is interested in an adequate salary schedule which must be built on a scientific basis and must give financial return for preparation and experience. It should also pay for merit. There are many who will ask me immediately: "Can that be done?" Yes. The merit basis gives the successful teachers a higher salary than the mediocre teacher. But you say: "It is impossible to select master teachers." My answer is: "We are doing it in our college." This is a problem that is going to be solved in the future and is something to which you should lend your intelligent assistance.

2—Every teacher must have an adequate retirement allowance built on a sound actuarial basis, contributed to by the school system and the teacher. It provides for the teacher something that will be much needed at the end of a long career. It enables the administration to retire those who are worn out with many

years of service.

3—Teachers must have pay all year round. The pay of some teachers goes on a vacation in the summer.

4—Easy credit. Teachers themselves may build up and provide easy credit. This can be gotten through credit unions. I do not believe that any organized teachers group in America should be without a credit union, which provides credit at a low rate of interest for teachers in financial difficulties. It also provides safe investment for teachers.

5—Pay during illness: There must be systems arranged for an allowance during illness for as great a time as the illness lasts. Every organized classroom group should have group health insurance for the teachers who

belong to that organization.

6—Another very important thing is cooperative buying. If you will read the literature of cooperatives, you will find that in England, Denmark, and other countries very common classroom organizations develop such co-

operative buying.

7-Intelligent tenure: Some of the tenure laws in America are far from intelligent. They are inadequate because they function to protect inefficient thinkers. I have no objection to teachers taking an oath to support the Constitution when that is the law of a state. When a governor is elected to office he has to take oath. A Justice of the Supreme Court must do the same. When a teacher takes the oath required of all state officers and employees nothing is harmed. Why should not teachers take the same oath of allegiance to the Constitution of the state that every other officer of the state is required to take? I do object violently, however, to the states that are setting up a special oath for teachers to take—when someone writes into the law what teachers should teach. I am very much interested also from this standpoint in the freedom of the teacher. I do not defend the teacher's right to spread propaganda, but I do defend the teacher's right to teach all of the truth. It might be a good thing to see what actually happened in one country where a law provided that no teacher might teach Communism, write about Communism or discuss Communism. For years this country effectively kept Communism out of schools, pulpits, and free assemblies, and that country was Russia.

Classroom Teachers of America are rapidly becoming the makers of a curriculum. I do want to make one remark in this regard. There are three approaches to curriculum. 1. Subject matter: Material handed out to teachers on what they should teach each term. This is the worst kind of curriculum. 2. Child centered school: In the extreme, working on the basis that the school should have no curriculum, that each teacher each day should follow the interest of the child. This leads to chaos. These two extremes are bad. The curriculum approach that I like best is:—3.

^{*}Reported by Nelle F. Matlock, Chrm. Publicity.

That system in which we should decide to teach only that material that is an integral part of modern society. That curriculum must grow out of the teachers themselves. has been done in colleges for years and certainly should work in a public school system. I find in more than a dozen schools to which I go, the classroom teachers are more progressive than the administrators of the schools. I have checked up on the teachers who have planned programs, and I have gone with my watch into classrooms and I have never found a teacher doing what the program calls for at that particular time. In other words, the classroom teacher says to the administration: "Put down the rules and we will forget about them." Here is what classroom teachers might do:

1. Build curricula.

2. Organize voluntary study groups.

3. Adopt and live up to right ethical standards.

 Not affiliate with organized labor—chambers of commerce or any other body.

5. Cooperate actively with all agencies.6. Get every teacher into the organization.

7. Beware of the leadership of unthinking radicals and self-seeking politicians.

In Japan, Russia, Italy, Germany and other countries, the classroom teacher is a tool of the party in power. In America, very more often the teacher has been the tool of selfish

The organized teacher as a free agent acting as a tool of no party or interest can achieve great things for America.

In Defense of the Junior High School Boy Who "Hates Music"

Helen Cunningham

E HAVE ALL been confronted with the junior high school boy, or girl, who doesn't want to sing and who says he hates music. Too often we fail to sympathize with this child. Instead, sympathizing with ourselves, we say "why do we have such boys in our music classes," "how can anyone hate music," "he will just have to sing with the rest, I can't waste my time on him." Do we, in this way, help either ourselves or the child?

"Why do we have such boys in our music classes?" Why waste time asking such a question? We have "such boys" in our music classes, and doubtless always will have. We can neither dismiss them nor the problems they present by simply asking "why." Music has been for some time, definitely a part of the school curriculum. Of what purpose would it be, if there for only those who have already a love for music, and who have had, by the time they come to junior high school, some opportunity to study music. How long could music in the schools justify its existence if converts to its cause were not made year after year.

"How can anyone hate music?" What a foolish question for a teacher of music to ask. Naturally, we music teachers like music. Music, as our profession, probably began with music as a pastime. We have had the desire and the opportunity to know, hear and to produce music. Music has become second nature to us. In this very fact, lies our danger. Music is our very life, and it is difficult for us to grasp a life without music, a life which, knowing no music, can have little appreciation for it. The boy who says he hates music seldom has an actively antagonistic attitude toward it. No doubt he is sincere in hating music, the fallacy of his statement is that he knows not what it is he hates.

The greatest harm is done to the pupil and, consequently to music teaching as a whole, when we say "he will just have to sing with the rest, I can't bother with him." It is our business to bother with him, first of all because he is a human being, and, coming under our supervision, deserves our bothering; and second, because he presents a problem and we as teachers cannot ignore these problems. The solving of them tests our value as music teachers, and upon our value as such, lies the fate of school music.

Many times a student who knows nothing of music finds himself in a class of musically minded boys and girls with a teacher who will not bother to enlighten him. He "hates music." If he does not already hate music, the stage is set to foster in him an active dislike of it. How much pleasure would we derive, not knowing a word of the language from reading a page of Sanskrit? How much appreciation would we have for the ideas set forth on that page, not having anyone who would "bother" to help us?

We have before us daily, opportunities to secure and develop a liking and an appreciation for music. In order that we might do this successfully, let us remember three facts: first, that we must not condemn a child because he can see nothing on our pet hobby; second, no child can get satisfaction from a task too difficult for him; and third, we can lead a child to our music class, but we cannot make him want to sing by saying "you must sing with the rost of the class."

sing with the rest of the class."

Every semester I have all the 7B's for music. The number varies from 120 to 275, the size of the classes from 50 to 110. These 7B's come from 10 ward schools and often from outlying country schools. They present a variety of problems. Their ages range from 10 to 16; they come with a good background of grade music and with no knowledge or experience whatever in music. In our school they are usually segregated according to I.Q., a variable basis upon which to class music appreciation or ability. This year, however, they have been grouped largely according to

age, a classification which brings about a better balancing of voices and interests.

tand-

ham-

es.

tion.

iking

ther

ol of

more

lfish

act-

can

es

all

ing

ng;

em

ob-

as

ch,

ng

lly

es

ic,

ve

we

ge ch

et

10

to

3:

antt

r

May I present a few of the problems found in this group. Whether or not they have been dealt with successfully, rests with the pupil himself. I can judge, at present, only by the attitude and response secured in the class

Jack, a bright boy of 14, mature for his age, came into a slow 7B music class late in the He got along nicely with the children and they liked him. He was at no time a disciplinary case. He told me, after the first class period that he had got through six years of school without singing and he intended to do the same in junior high school. I told him that we did not make boys in junior high school sing, perhaps they knew better themselves whether they wanted to sing than we teachers did. However, I asked him to come in after school as I wanted to explain to him what the rest of the class was doing, in order that he could help the smaller boys who were trying so hard to sing their songs right. I added that these same boys looked up to him and expected Jack to know how to do things right. Jack knew nothing about reading music, but said he would learn whatever I asked if he wouldn't have to sing. He was conscious of his heavy voice in a class of unchanged voices and I could sympathize with him in not wanting to sing after he understood I was not trying to make him sing. For that week I had the class sing their school and pep songs so Jack could hear them. On every one of those songs I heard Jack's voice with the rest. When it came to three-part sight singing, Jack made no attempt to sing, until we came to The Bluebird. While discussing the words "herald of spring," Jack volunteered much interesting information about the habits of northern birds in the south during the winter. As Jack had come from Texas, his information was worthwhile and the children fairly bombarded him with questions. When we went back to the song, Jack sang the words very acceptably. Later in the term, Jack told me that music class wasn't "half bad." It is

evinced by the expression "music class wasn't nalf bad." This semester we put Jack, now a 'A, in an eighth grade music class, where he can sing with other changed voices.

Donald came to class the first day with a swagger that plainly said "h'm, you can't make me sing, I'm no sissy." I merely ignored Donald for a few days. I found that he craved attention and would go to great lengths, even to singing badly to secure it. For a few days we forgot about singing and had programs given by members of the class. Someone mentioned that Donald played the jew's harp, seemingly his only accomplishment. But, after all a jew's harp makes music and requires some interest in music. So Donald was asked to play on a program, and agreed, somewhat surprised to find that a mere jew's harp was accepted by a music teacher as worth while. The next day the class was enthusiastic over Donald's playing and encored him until he had played his complete reportoire, three pieces, three times. Need I say that all three pieces sounded alike to me? I doubt if the music class was hurt in any way by listening to the jew's harp, but I do know that music class became, to Donald an interesting part of the day. He looked forward to the class programs and played on them a number of times, sometimes playing on his harp the same songs the class were working on. At the end of the semester, Donald was one of the group who reported voluntarily to sing on a program before the school.

It is true we have students whom, though we try unceasingly, we seem unable to reach. Should we give up the attempt as a bad job? Who knows just what is going on in the mind of the child, unresponsive as he may be? Perhaps we are at the point of striking the right chord when we get discouraged and lose forever the opportunity of enriching one child's life. Music in our junior high school is compulsory, but it is our policy not to fail a child in music provided he has been in attendance the required number of days. Possibly, by not being forced to take part through fear of failure, the student may, in later life, re-member the music he heard all through his school days and awake to the realization that it was something lovely and soul-satisfying.

A MEMORY OF AFORETIME

Kathleen Nicholson

Sometimes low music lures me as a tide, Songs heard in dreams that are of memory Of long glad days lived where friends still

true Jack did not sing the syllables with the

rest of the children, but which was of greater

value, the knowledge of a few syllables, meaningless to Jack, or the changed attitude,

And hillsides by a sea, dim, shimmery.

'Tis always noon and fragrant winds blow

And one there on his flute a song for me Breathes softly, as he treads with giant stride The gold-green hillside by the shimmery sea.

'Tis but a glimpse that comes at vagrant

This memory of Aforetime lost in space, Only a fancy ever well may seem, That lends a passing glamor to my rhymes; But the slow day is golden by its grace, And only I may know 'tis not a dream.

Shall We Scrap School Marks

Lee S. Livingston

NE HEARS a good deal about the trend away from school marks these days. The general periodicals make occasional references to the subject, and educational publications teem with views on the matter—pro and con. Most of those that have come to my attention seem to be con. I am quite sure that this storm of criticism is not without foundation—but, as with so many reform movements, I believe that there is danger that the prominence given to the defects of the attacked institution may blind a good many to its virtues. The enthusiasm for change may become a destructive rather than a constructive force.

The critics of the traditional system of school marks would make reforms in varying degrees and of different kinds. The most virulent of the attackers say there is no saving virtue in the school mark; it must be abolished. Another group would have only two marks, satisfactory and unsatisfactory. There are other suggestions for reform, of course, but let us proceed to an examination of some of the alleged defects of school marks.

A charge often hurled by the abolitionists is that the present system causes heart-break and results in the acquisition of inferiority complexes on the part of those students who are below the average in their marks. They tell us that the system encourages cheating. They charge that marks are used as a method of stimulating scholarship—that they tend to become an end in themselves.

To all of which one must admit there is some truth. Every teacher has seen students made unhappy by the receipt of low marks—maybe some know of students who got inferiority complexes. In most schools cheating must be constantly guarded against. And certainly, we know that many students strive

diligently to make high marks.

Granting then that there is some truth to the charges let us try to decide whether the wise action is to abolish school marks. Is it desirable, I wonder, whenever competition results in unhappiness or a feeling of inferiority to some of the less capable competitors, to do away with such competition. Perhaps—if there is no point in the competition. But what if the competition in question benefits far more than it harms, society. Shall we for instance, abolish civil service examinations to save the feelings of the less competent thereby eliminated? Shall we admit all who go to college so many years and who take a prescribed course to the practice of law or medicine without examinations—or without the necessity of meeting certain standards while under instruction.

"But," one may say, "that's different." Well, yes. But it's a difference of degree only, is it not? And if the ends of society are better served by marks which indicate levels of

achievement than would be the case without such marks, are they not desirable?

a c t g f i i r

After all, life is a rather severe competition, and the individual—whether he likes it or not—will be graded in the world by his achievements. He cannot escape from that fact. The world indicates its marks in various ways—position, civic honors, salary, and other definite evidences of worth. Would the school be doing the child any favor to hide from him knowledge of his weakness and then let him have a much ruder and cruder awakening after he leaves school? Isn't it desirable that the school help the child to achieve a true realization of his abilities, of the quality of his achievements—to know both his weaknesses and his strengths?

If we can show that school marks do serve a need of society, then in all reason will we not have to conclude that the benefit to society is of more importance than the temporary unnappiness of a comparative few—who, by the way, are probably more often benefited than harmed by a realization of limitations

harmed by a realization of limitations.

Now as to the objection that school marks encourage cheating. Doesn't nearly any competition? Must we do away with any distinction that causes temptation, regardless of its merits? Shall we pay the errand boy as much as the boss in order that the errand boy be not tempted to steal in order to equal the boss's income? Wouldn't it be more sensible to decide first, whether the distinction were a useful one and then, if useful, to provide such safeguards as possible against cheating and the temptation to cheat, without doing away with or lessening the effectiveness of the distinction?

The third charge that marks tend to become an end in themselves is somewhat exagger-Naturally, the ideal academic state would be that in which every individual would strive to the best of his ability to master every subject's content for its own value. But since human nature is so prone to take the line of least resistance, it seems that marks have justification for their being for the very reason they are so often condemned—as an incentive to more efficient achievement. It is idle to say the child ought to study to the best of his ability without such stimulus-of course, he ought-but adults, let alone children, just don't always do what they should without some rather tangible spur. And really, the mark isn't valued for itself, is it? Rather for the achievement which it symbolizes. Is it unworthy to be proud of a tangible evidence of a worthy achievement?

Having given some attention to three of the leading arguments of those who favor abolition of school marks let us examine the proposition of a system of two marks.

The advocates of this system usually make use of the same charges just discussed. But,

if they retained any distinction of marking at all wouldn't the same evils which they charge regarding the present system still be true as they applied to the unsatisfactory group. Furthermore the standard for satisfactory work would necessarily be so low that it would be of little value in indicating achievement.

hout

tion.

not

ieve-The

ys-

def-

I be

him

him

fter

the

iza-

his

sses

rve

we

ety

unthe

nan

rks

m-

nc-

its

ich

be

S'S

de-

se-

ch

nd

ay

is-

ne

r-

te ld

У

ce

of

re

n

e

e

k

e

f

f

Having set forth what I consider the weakness of the three principal arguments of those
who would abolish school marks—or use only
two, I should like to point to three defects
of the marking system which I believe really
need reform. The first is the lack of uniformity in the marks used; second, the lack
of uniformity in standards for the various
marks; and third, the inaccuracy of the typical methods of evaluation and measurement.

There is not space here to discuss thoroughly ways for correcting these three weaknesses, but school authorities and scholastic associations can do much toward accomplishing uniformity in the marks used and in the standards for the marks. Teachers themselves can do and are doing much in the way of improving methods of evaluation and measurement.

One of the most frequently heard cries against our traditional system is that school marks don't consider character traits that are even more important in some cases than scholastic achievements. I quite agree as to the importance of character traits, but if it is desirable to show ratings in character, let us not destroy the meaning of both scholarship and character marks by trying to put a rating of both qualities into one mark. Let us have marks that indicate separate ratings for each quality that it is desirable to measure.

The argument for marks up to this point has, of course, been based on the contention that scholastic marks serve a need of society and that they do far more good than harm. It seems to me that the following uses of school marks are legitimate and serve real

First they serve as a valuable means of guidance. It is desirable that a student, his parents, and other advisors know as much as possible about the student's abilities and habits of application in order that more intelligent planning for educational, vocational, and

avocational activities may result. To me it is unthinkable that schools should scrap such an essential means of guidance as school marks. A large number of studies are available to show that, even in their present unstandardized state and with existing inaccuracies in evaluating and measuring, school marks are one of the best, perhaps the best, of the evidences available for use in guidance.

Second, school marks furnish prospective employers or sponsors with a valuable evidence as to ability and achievement. If schools discontinue the measurement of achievement, the business, industrial and professional worlds will have thrown upon them an added burden of measuring applicants, or they will be faced with the necessity of making selections based upon much less information than is now available to them.

Third, educational institutions have a right to know the scholastic achievement of an individual as a means of desirable elimination. It is a waste of an individual's time and of educational funds to permit students incapable of satisfactory achievement to enroll in certain schools or courses.

Fourth, in spite of the criticism directed against the use of marks as an incentive to effort, the fact remains that marks are in many cases a material stimulus to better scholastic achievement than would be the case without them.

No attempt has been made in this article to set forth a program for reform of the present system of school marks although the desirability of intelligent reform is acknowledged. My chief purposes have been to point to what I consider the greatest weaknesses of the arguments of those who would abolish or emasculate school marks, and to show that marks of some sort are necessary to represent varying degrees of scholastic achievement—which, it seems to me, is highly desirable for the various reasons given.

As school marks become more scientific and better standardized, they will become increasingly valuable. Let us favor intelligent reform, by all means, but let us be sure that our reform will mean progress rather than retrogression—that it will better serve the needs of the individual, the school, and society.

AM. ASS'N ON MENTAL DEFICIENCY IN ST. LOUIS MAY 1-4.

The American Association on Mental Deficiency composed of some 500 educators, psychologists, sociologists, and psychiatrists is holding its sixtieth annual meeting at the Hotel Jefferson, St. Louis, Mo., on May 1, 2, 3 and 4. The Friday sessions will be devoted to General and Sociological aspects of mental deficiency; the Saturday sessions to Psychological and Educational topics with special stress on Educational Disabilities. The Monday sessions will be given over to Research Activities, Medical Aspects and Administrative Problems in mental deficiency.

Some of the speakers are:

Popenoe on "Sterilization",
Goddard on "Social Security",
Hincks on "A National Program",
Kirkbride on "Public Welfare",
Hackbusch on "Social Service",
Vanuxem on "Education",
Berry on "Teaching Techniques,"
Humphreys on "Research Problems",
and many others. Everyone interested in the
mentally defective or retarded child is cordially invited to attend these sessions. The
complete program may be obtained from the
Secretary, Dr. Groves B. Smith, Godfrey, Illi-

Latin in the High-School Program of Today

Ass't. Supt. John L. Shouse (Secondary Schools) Kansas City, Missouri

THE HIGH-SCHOOL PROGRAM of today has many features that should commend it to the public. It is a very different program from that offered in the late nineties and the first decade of the present century. The changes in subjects taught are due in part to the changed conception of the function of the high school and in a far larger part to the increased enrollment in the high school. In 1900 only about ten per cent of our popula-tion of high school age was enrolled in high school. Now more than fifty per cent of that group is enrolled and the percentage is increasing year by year. This increase in en-rollment has greatly extended the range of abilities, interests and probable future needs to which the high school must minister. To serve these abilities, interests and needs better, the list of subjects offered by the high school has been greatly increased. At the same time, certain subjects formerly required of all candidates for graduation from high school are now purely elective. Latin is a striking example of this latter change.

What subjects a particular high school should offer and what subjects a given pupil should elect are questions that involve the aims or objectives of high-school training. Formerly the chief function of the high school was to prepare for admission to college. Later opportunities were added for acquiring practical skills that could be applied in industry and in commerce. More recently the tendency is to think of the high school as a place where young people may prepare themselves "to do better the worth-while things they will do anyway." This more recent concept of the function of the high school tends to lessen the emphasis on the monetary returns that are to be expected from high-school training. It is, or should be, true that high-school training increases earning power; but preparation for living a rich, wholesome, happy life involves much more than mere ability to fit into a particular niche in industry or trade. High-school training should be measured in terms of citizenship and of preparation for effective, whole-some living. We do need to develop skills for use in the arts and the sciences; but these will be all the more valuable when they have a background of culture that comes only through richness of experience with the best that men have thought and done through the

Is Latin of any particular value in this enrichment of experience? There are those who are very emphatic in their assertions that Latin is of no particular value here. They speak of Latin as a "dead" language and are apparently ignorant, or are unmindful, of the extent and of the significance of its influence on the English language. Some who thus disparage Latin admit that they have no personal

knowledge of it, while others speak out of what they call "an experience" with it. Usually this latter group show very clearly that the "experience" has been of a very unsatisfactory type, that there has been no vital acquaintance with Latin either as a great literature or as a source of linguistic information that must be acquired by anyone who would use English accurately and effectively. Others are very positive as to the value of Latin in a high-school course. Their experiences have brought them into contact with some of the outstanding achievements, some of the masterpieces of art, and some of the sublime thoughts of a great people. enriching experiences and these better understandings greatly improve one's ability to read, to speak and to write English. In the attainment of these much-to-be-desired abilities there is no substitute for the study of Latin. Whether the high school pupil is preparing for work requiring broad technical training or is to engage in pursuits requiring no formal training beyond the high school, the enriched vocabulary, the ability to appreciate and to make nice distinctions in the use of English, the enlarged store of worth-while ideas and the improved mental habits that are the inevitable results of good work in Latin are outcomes that justify keeping the subject

in the high-school program of today.

Latin is no longer offered in many high schools. In some of these it was once very prominent. Where offered now, it is an elective and the number choosing it is relatively small. A number of reasons may be offered

for this small enrollment.

In the first place there are some pupils in high school who have so little aptitude for language study that the study of a foreign language would not be a profitable use of time and energy, just as there are some who because of lack of aptitude should not enroll for pure mathematics, for a particular science, or for music. Since we do not yet have welldeveloped techniques for determining special aptitudes, it is not surprising that estimates as to the number of those who may study Latin with profit should vary widely. One prominent educator has recently expressed the opinion that not more than ten or fifteen per cent of a high-school group can study a foreign language with profit. Other educators equally prominent think it probable that not more than ten or fifteen per cent will find time and effort better spent in any other line than in the study of a foreign language.

Another reason for the small enrollment in Latin is that so many people talk against it. Many of those who advise against the study of Latin have no personal knowledge of its values. They know nothing of the variety or of the qualities of the benefits that may re-

0-112

sult from a well-planned and properly directed study of the subject for a year or more. Not infrequently this opposition to the study of Latin is prompted by an interest in other subjects taught by the objectors. Interest in one's own subject is commendable, but the welfare of the pupil should never be sacrificed

t of

it.

early

un-

vital

lit-

ma-

who

ely.

e of

eri-

with

ome

the

iese

ier-

to

the

bil-

of

re-

ical

ing

the

ate

of

ile

tin

gh ry ecly ed in or gn of ho oll e,

al

y

e

er

n

n

for the teacher's profit. Others, who from personal experience know the benefits arising from a study of Latin, are too conservative or too timid to advertise these benefits as their merits justify. The subject does not have the enthusiastic commendation from its friends that it deserves. Some excuse their lack of zeal by saying that "it would be undignified to emphasize advantages that are so evident." Others seem to feel that "merit" will eventually win. One does not hesitate to urge the observance of the laws of hygiene just because a proprietary formula may furnish relief in certain cases resulting from unhygienic practices. Neither does one condone the choice of "the good" to the neglect of "the best." The friends of Latin should remember that, though it may be possible to think with other symbols, words are the symbols commonly used in thinking. It is, therefore, not reasonable to expect accurate thinking by people who can not make nice distinctions in the use of words. This ability is not innate, it is the result of careful, painstaking training. While a knowledge of Latin may not be an indispensable element of a broad

and accurate vocabulary, it is certain that no other high-school subject makes so great a contribution to such a vocabulary. One has only to hear classroom discussions in the natural sciences, the social sciences or even in English to note the advantages of training in Latin for both the teacher and the pupil.

In some high schools the strongest single influence against enrollment in Latin is the attitude of the administrative officers of the school system. This opposition has often been directly responsible for the removal of Latin from the list of subjects offered by the high That this opposition is from good school. motives may be conceded at once. Usually it is justified on the ground that more time and attention should be given to a study of the natural sciences and the social sciences since we live in an age conspicuous for its application of the natural sciences and are greatly in need of an improved social order. Not infrequently the language used in support of this thesis is the strongest possible illustration of the need for a type of training that is offered all those who study Latin under reasonably favorable conditions.

Perhaps the most significant reason for the small enrollment in Latin is that the subject is not as well taught as it should be, frequently not as well as some other subjects are taught. Here, as in the case of other subjects of study, the aims or objectives for each year of the course should be carefully stated

Caster

May bring

Broad

ONE way to happiness is health and an aid to good health is good teeth. Four factors that help teeth last a lifetime are:
Right Food, Personal Care, Dentist's Care and plenty of Chewing

Exercise. There is a reason, a time and place for Chewing Gum.

Today, manufacturers call upon great Universities to make impartial investigations of their, products. Results of such ressearch form, the basis of our advertising.
The National Associates of Chewing Gum Manufacturers

Pier 23, Rosebank, Staten Island, New York



As Full of Life As Today's Newspaper!

These new books, through centers of interest, provide real experiences which make oral and written expression inevitable. *Today's English* is different!

Today's English is in complete harmony with the method and content proposed by An Experience Curriculum in English.

By Trabue-Goodrich-Springsteed. Grades 3-8. Six-book and three-book editions. Workbooks for grades 3-6.

CHARLES E. MERRILL COMPANY 323 East 23d Street, Chicago, Ill.

Our Business Life

By Lloyd L. Jones

A junior business text that recognizes the part played by the individual in business or in economic community life. It deals with the effective and efficient use of the common business services. The foundation which it builds for businesslike living also serves as a foundation for further study of business subjects and for work in the business world. Filled with worth-while student activity, it generates enthusiasm for the course on the part of both the teacher and the student. Can be used with or without the correlated work book. Beautifully printed, profusely illustrated, and unusually readable.

Ready April 15

Place your order now with our nearest office for an examination copy

THE GREGG PUBLISHING CO.

New York Chicago San Francisco Boston
Toronto London Sydney

A GREGG BOOK IS A GOOD BOOK

and should be kept in mind constantly by both the teacher and the pupil. Klapper in his introduction to Gray's "The Teaching of Latin" gives it as his opinion that teachers of Latin as a group are more directly responsible for the decreasing prestige of Latin as a high-school subject than any other single factor. Among the more common fault of these teachers he lists the following: over-emphasis on routine memory; too much drill on little-used forms; over-emphasis on grammar and syntax; failure to capitalize the social values of the subject; failure to use the subject to provide training in desirable attitudes and in effective methods of attack. Teachers of Latin should find it easy to remove the cause for such criticism. Some teachers have done so. One suspects that good teaching explains certain rather striking exceptions to the general rule of decreased enrollment in Latin.

What is to be done about it? The responsibility for the present discouraging status of Latin as a high-school subject rests on its friends-especially on the teachers. Teachers may as well accept the reproach for existing conditions and assume responsibility for the future position of Latin in the high-school program. If it is to attain the prominence its value seems to justify, teachers must recognize certain clearly defined values that any normal pupil may reasonably hope to achieve; must constantly strive to assist pupils to attain those values; must be ready to adapt subject matter, to modify procedures and to improve techniques with a view to securing those desirable outcomes; must be intensely interested in each pupil as an individual whose life is to be enriched by worthy new experiences in new relationships; must be ready at all times to emphasize the individual's need for culture as well as his need for efficiency. If Latin is to regain some of its lost prestige, teachers must constantly emphasize its importance in the enrichment of life through more exact thinking, through the attainment of more desirable attitudes, and through finer appreciations of the best that man has done or can aspire to do.

LIFE

Kathleen Nicholson

When she had passed into the life to be I thought the sun would never shine again, That ever dark must be the ways of men, And only loneliness would be for me Forever as the world my home would be; But looking upward once, within my ken Her form appeared—but never my poor pen May picture half the grace that I could see;

A woman flower dancing in the sun In wilding grace that we can scarcely dream. Then sudden changing to a glorious star, But always a sweet woman. Then a run Of rapturous music, and a silver gleam Of long and lustrous wings that floated far.

The Light Idea is the Right Idea



For every eye task under artificial light there should be sufficient and proper light. But—just how much light is enough? For reading and study, for instance, your lamp should have not less than one 100-watt; two 60-watt; or three 40-watt bulbs. Avoid lamps that shed glaring light and those that cast shadows. Safe lamps are those bearing the tag of approval of the Illuminating Engineering Society.

KANSAS CITY POWER & LIGHT CO.

Baltimore at 14th St.

both s in-

atin" atin for nighctor. achon used syns of pro-l in atin for SO. cereral

nsiof
its
ers
ing
the
oroits
oginy
ve;
ain
ect

de-

to ew

to

as to

n-

g,

tihe

lo.

n

Kansas City, Mo.

An Increase in Enrollment of Nearly 300% in Ten Years at

SUMMER SESSION

WASHINGTON UNIVERSITY

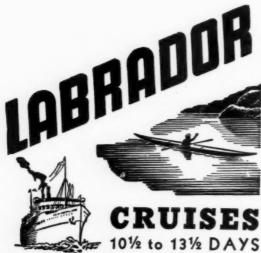
The growing popularity of the Summer Session of Washington University is due to the broad selection of graduate, undergraduate and professional courses, carefully selected faculty, dormitory facilities on an attractive campus, and the advantages of contact with a large city.

Classes from June 15 to July 24, 1936

For Bulletin, Address Isidor Loeb, Director of Summer Session, Room 206, Duncker Hall.

WASHINGTON UNIVERSITY

St. Louis, Missouri



Thrill to the Northern Lights—huskies—awe-inspiring scenery—quaint native life—Eskimos—icebergs—Grenfell Mission posts—perfect cuisine—cosy accommodation—delightful fellow passengers—all a part of the best cruise—the best vacation you've ever enjoyed. Sailings from Montreal, May to October.

Use the coupon or ask any travel agent.

(CIGARKE
Dept.	Jteamship Co-Limited

Dominion Square Bldg., Montreal, Canada.

Please mail free literature on Clarke Cruises to-

Required Rural Music

1936-37

LIST OF REQUIRED RURAL SCHOOL MUSIC GENERAL INFORMATION

The following list of music is the required Course of Study for the Rural Schools.

Necessary Equipment: One copy of "Music Hour"—
One Book Course, Silver-Burdett, may be procured from pupil's Reading Circle—Columbia.

Records:		
Number	Retail Price	School Price
*22620	.75	.45
*22992	.75	.45
*22993	.75	.45
*36032	1.25	.75
*36033	1.25	.75
20522	1.25	.75
20523	1.25	.75

*Records listed last year Total \$4.35 The school board should provide this book and records The school board should provide this book and records along with other textbook material. If a new phonograph is to be purchased, we recommend Victor Phonograph #2-19. Retail price \$14.95. School Price: At least 30% discount. Records and phonograph should be ordered direct from the Aeolian Music Company. St. Louis, and order should be signed by the school board or county superintendent in order to get the school discount. discount.

s: Quarterly and final examination questions will again be issued by the Department of Education for the A and B classes. There Examinations:

will be no theoretical questions.

A notebook should be kept by the students in the A and B classes covering the suggested Notehook:

COURSE OF STUDY FIRST QUARTER Songs all recorded on record #22620

1. BROWNIES Page 29 Page 29

A. Classification: Humor and Rhythm Play,
B. Art Correlation: Collect pictures of Brownies for notebook.

Make original drawings.

C. Natural Setting: Where do Brownies live?
What kind of life do they lead? Discuss in notebook.

what kind of life do they lead? Discuss in notebook.

2. THE POSTMAN'S WHISTLE, Page 6
A. Classification: Occupation and Community Life.
B. Art Correlation: Collect and draw pictures of a Postman at work.
C. Community Life: Write a paragraph in notebook concerning the work of the Postman describing the services rendered by him.

3. THE TRAFFIC COP Page 5
A. Classification: Occupation and Community Life.
B. and C. Same as "The Postman's Whistle."
4. PIGGY-WIG AND PIGGY-WEE Page 45
A. Classification: Humor.
B. Art Correlation: Draw an original picture of a pig. Find pictures of four different breeds of pigs and place in notebook.
C. Uses: How do pigs help people? Write discussion in notebook.

5. ON THE WAY TO SCHOOL, Page 1
A. Classification: Rhythm Play.
B. Art Correlation: Find pictures of things suggested in this correlation of the pictures of things suggested in this correlation.

A. Classification: Rhythm Play.
B. Art Correlation: Find pictures of things suggested in this song.
C. Historical Correlation: Write a paragraph on high schools, colleges, and uni-

6. WEE DUCKY DODDLES Page 32 Classification: Humor.

A. Classification: Humor,
B. Art Correlation: Draw a picture of a duck on a pond, Find pictures of wild ducks and tame ducks. Place in notebook.
C. Uses: How do ducks help people? Write discussion in notebook.
7. OLD MOTHER WIND Page 71
A. Classification: Nature, This song sounds weird. We call this the minor mode.
B. Art Correlation: Draw a man in notebook show.

B. Art Correlation: Draw a map in notebook showing where warm and cold winds originate.
C. Uses: How do people use the wind productively? What is a tornado?

THE ROCKING HORSE Page 6

Classification: Rhythm Play.
Art Correlation: Draw a picture of a rocking horse. Find pictures of ponies which are liked by children. B.

A. Classification: Nature. This song sounds weird.
We call this the minor mode.

B. Art Correlation: Collect pictures of sea-going

vessels. C. Historical Correlation: What is a Sea Horse?

10. THE DRESSED-UP TOWN What do sailors do?

Page 33

Classification: Rhythm Play.

Art Correlation: Find pictures of towns in a

winter setting.

Uses of Snow: How does snow benefit mankind? Discuss in notebook.

BARBER Page 34

Community Life.

11. THE BARBER

Classification: Occupation and Community Life.
Art Correlation: Draw a picture of as many barber implements as you can. Draw a picture of a barber's sign.
Community Life: How does a barber help

C. Community Life: How does a barber help people? Write a brief discussion in notebook.

12. THE SECRET Page 9

Classification: Nature.

SIC ourse

from

cords

ono-

ono

At

ould

any. hool

hool

ions

nere

620

ies

ve?

uss

fe.

of

an

fe.

ds

is-

g.

d

5

Art Correlation: Draw a picture showing what

you think the secret was. Find pictures of a male and female robin.
ses: How does the Robin help people? Does he do any harm? Write discussion in note-Uses:

book.
INSTRUMENTS OF THE ORCHESTRA Use Victor

Strings:

Record #20522

Strings: The first quarter should include a study of string instruments in the Symphony Orchestra.

A. Drill through use of record until children can recognize the violin, viola, violoncello, contra been and here. bass, and harp.

Find good pictures of each of these instruments and place in notebook. Draw pictures of each instrument in notebook.

Know where the string instruments are located in the seating arrangement of the orchestra. Know how sound is produced on each instru-

D. ment.

References:

Victor's Instruments of the Orchestra Chart and Handbook. Retail price \$4.00, School price \$2.40. Purchase from Aeolian Music Company. This would be of great help in teaching this type of Music Appreciation.

PRACTICAL **NEW TEXT BOOKS**

GEOGRAPHY TEXT-WORKBOOKS

Home Journeys ____56c World Journeys ____56c Western Continents___56c Eastern Continents __ _56c Junior High School Geography ___

NATURE STUDY and HEALTH BOOKS

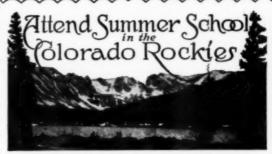
Grades One and Two, for Teachers 80c Grade 3__60c Grade 5__80c Grade 4__60c Grade 6__80c
Notebooks for 3, 4, 5, and 6 @___40c Science for Junior High School___1.40

STORIES for GRADES 2 to 8

Our Farm Babies____80c Other Farm Babies___80c It Happened in South Africa (1936)_1.00 It Happened in Australia (1936) ___1.00

Write for information and catalog

MCKNIGHT & MCKNIGHT, BLOOMINGTON, ILL.



CONTINENTAL DIVIDE-Seen on Student Tours

HE UNIVERSITY

OF COLORADO, in the foothills of the Rockies, offers you unsurpassed opportunities for combining summer study with recreation. Organized hikes and weekend outings; visits to glaciers and automobile excursions to Rocky Mountain National Park; mountain climbing; mountain camp maintained for summer students. Altitude of one mile, within sight of perpetual snow, gives unexcelled climate and stimulating atmosphere.

First Term, June 22 to July 24 Second Term, July 27 to Aug. 28

Courses in Arts and Sciences, Medicine, Law, Education, Home Economics, Business, Journalism, Art, and Music. Field courses in Geology and Biology. Maison Française. Casa Española. University Theater with special instruction in Dramatic Production. Nursery, Demonstration and Training Schools. Many special courses for teachers, supervisors and administrators. Special opportunities for graduate work. Organ recitals and public lectures.

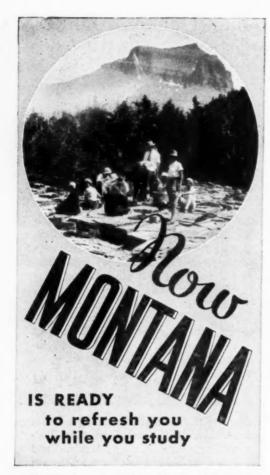
Vacation Railroad Rates

Boulder Common Point from East and South

University of Colorado Boulder, Colorado

SEND TODAY for Complete Information Dean of the Summer Quarter (Dept. E)
University of Colorado, Boulder, Colo.
Please send me the bulletins checked below:
Summer Quarter Catalog——
Summer Recreation Bulletin-
Field Courses in Geology and Biology-
Graduate School Bulletin——

Name
Street and No
City and State



Montana's scenic beauties and invigorating climate have long been talked about - now they are available to you. Come to Montana this summer for rocreation and study in one of the units of the Greater University of Montana which are unexcelled for academic excellency. Enjoy tours to the highlights of this primitive beauty land while you rest and study in its refreshing coolness.

Railways, highways, and skyways all lead to Montana's wonderland write for information.

•	MONT Helen				
	Please	send	me	information	about

Montana's vacation opportunities; also Montana's summer school facilities.

NAME

ADDRESS

See Montana and Attend the N. E. A. Convention in Portland, Oregon

- Book of Knowledge Encyclopedia. Volume 4, Page 1287.
 World Book Encyclopedia. Volume 12,
- Page 5237. Compton's Encyclopedia. Volume 10, Page
- 240. SECOND QUARTER Songs recorded on Records

- #22620 and #22992.

 1. SING, SAID THE MOTHER Page 38

 A. Classification: Nature.

 B. Art Correlation: Find a picture of the bird that would nest in the meadows.

 C. Folk Song: This is an Appalachian Folk Song.

 Write a paragraph on the native people of the page 38.
- this region.
 2. PLAYING BALL
- this region.

 2. PLAYING BALL
 A. Classification: Games and Play.
 B. Art Correlation: Arrange pictures appropriately to describe this song.
 C. Rhythm Suggestions: Clap two counts per measure to this song. Note that three eighth notes are sung to every count. Use this song to establish march rhythm.

 3. HALLOWE'EN Page 16 Record #22992
 A. Classification: Special Day.
 B. Art Correlation: This is an excellent theme for some art work. Prepare quite a number of appropriate pictures both original and col-
- - of appropriate pictures both original and collective.
 - Special Day: Write a short paragraph on Hal-
 - Special Day.

 lowe'en.

 Study Observation: Note the frequent use of the four notes shown at the bottom of the page. These four notes are called do-mi-
- sol-do and comprise a chord.

 4. WINDS OF EVENING Page 12

 A. Classification: Nature.

 B. Art Correlation: Find a picture describing the setting of this song as you imagine it.

 C. Rhythm: Have the children mark the %4
 - setting of this system: Have the children mark the rhythm emphasizing the first count and country the system. This is a waltz rhythm.
- Page 54 5. THE DANCERS Classification: Rhythm Play.
 - B. Art Correlation: Find another picture of a similar group of dancers.
 - Folk Tune: This is a German folk dance. Write
 - C. Folk Tune: This is a German folk dance. Write a short paragraph on folk dances in your notebook. Refer to any approved encyclopedia.
 D. Rhythm: Another form of ¾ rhythm beginning on the third unaccented count of the measure. Practice clapping to this, marking the first count in each measure.
 FEATHERS Page 17
 A. Classification: Nature.
- 6. FEATHERS Classification:
 - A. Classification: Nature.

 B. Art Correlation: Arrange pictures of pigeons in note book.

 Note the desol-mi-do figure
- Observation Study: Note the do-sol-mi-do figure used in this song. Find how many times it is used. Drill on these four tones.

 7. GRANDMA Page 48
 A. Classification: Home Life.
- - A. Classification: Home Life.
 B. Art Correlation: Find pictures descriptive of
 - this song.

 Historical: Ask some old person to describe schools, games, and styles of forty years ago.
- Write a paragraph in note book on their description of these things.

 D. Rhythm: This is 4/4 rhythm wherein the first note of each phrase begins on the fourth or unaccented count of the measure, Mark rhythm, emphasizing one and three, 8. CHOOSE YOUR PARTNER Page 36
 A. Classification: Swedish Singing Game, B. Art Correlation: Find pictures of native Swedish Costumes.
- - C. Rhythm Study: Another 3/4 song. Beginning and ending with full measures. Have children originate action for a game using this song.
- D. Historical: Write a paragraph in notebook on Swedish Folk Life.

 9. A VALENTINE FOR MOTHER Page 43
 A. Classification: Special Days—French Folk Song.
 B. Art Correlation: An excellent opportunity for A. Classification: S. Art Correlation: An excellent opportunity for
 - c. Rhythm Study: Tap once to every other note, that is, use two eighth notes to each count. Children should observe how this is done.

University of Denver

Volume ne 12.

0, Page Records

e bird Song. ople of

propri-

eighth

e this

22992

theme umber d col-

Hal-

ise of f the

do-mi-

g the

ount.

waltz

of a

Vrite

your edia. egin-

the

king

eons

gure

mes

of

ribe

deirst or ark

ive ing

nil. his

on

ıg.

te. ie.

1936 SUMMER SESSIO

Enjoy Summer Study in the shadow of the Rockies

¶ Graduate and undergraduate courses in regular and special university subjects.

Special courses for teachers and administrators.
Conferences, lectures on today's social, economic, and educational problems.
Metropolitan advantages and mile-high climate.
Planned recreation in snow-capped Rockies.
Low railroad rates.

For Summer School Bulletin address

Dept. M. University of Denver, Denver, Colo.

1st Term: June 15 to July 17 2nd Term: July 20 to Aug. 21

Song begins on an unaccented note, istorical: Write a short paragraph on French Folk Life. Refer to any approved encyclo-Historical:

pedia.
INSTRUMENTS OF THE ORCHESTRA tor Record #20522.

oodwind: The second quarter should include a study

Woodwind:

of the woodwind instruments in the Symphony Orchestra.

A. Drill through use of record until children can recognize the piccolo, flute, oboe, English horn, clarinet, bass clarinet, bassoon, and contra bassoon.

Find good pictures of each of these instruments and place in notebook.

Know where the woodwind instruments are located in the seating arrangement of the or-

chestra, Know how sound is produced on each instru-

E. References:

Victor's Instruments of the Orchestra Chart 1. and Handbook.

Book of Knowledge Encyclopedia. Volume 4, Page 1287.

World Book Encyclopedia, Volume 12, Page 5237.

Compton's Encyclopedia. Volume 10, Page 240.

THIRD QUARTER Songs recorded on records #22992,

FHIRD QUARTER Songs recorded on records #22992, #22993, and #36032.
FIVE LITTLE GIRLS Page 58

A. Classification: Home Life.
B. Art Correlation: Find a picture of five famous little girls. (Dionne Quintuplets.)
C. Rhythm Study: Call attention to the two-eighth notes which are used on the second count of the measure at the beginning of each phrase. All quarter notes are one count. Children will realize this best by tapping four counts to the measure.

to the measure.

THE FLY Page 21

A. Classification: Humor and Nature,
B. Art Correlation: Find pictures of different

C.

Art Correlation: Find pictures of different kinds of flies.

Home Life Correlation: Write a paragraph on the subject "Swat the Fly."

Observation Study: Note again the frequent use of the do-mi-sol-do figure. Children will learn to recognize these often used notes if attention is called to them.

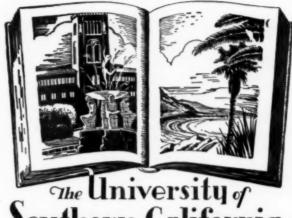
ORNING Page 104 Record #22993

Classification: Nature.

Art Correlation: Find a picture of the sunrise.

What is the morning's feathered choir?

3. MORNING



SESSION SUMMER The teacher who is planning to combine pleasure and profit

during the vacation period will find a maximum of recreational facilities and an extensive professional curriculum at The University of Southern California . . . The staff of resident and visiting faculty members includes nationally known authorities in academic and professional fields . . . Bulletin of complete information on request . . . 3551 University Park, Los Angeles, Calif.

JUNE 19 to JULY 31 . . . AUGUST 1 to SEPTEMBER 4

This Summer . . . Go EAST, WEST, or MEXICO with COLLEGE CREDIT Standard colleges participating—only \$175 all-expense up Hotels or Camps, optional Send for free tour books

State whether you desire to go East, West or Mexico

Greater UNIVERSITY OF TOURS OKLAHOMA CITY, OKLAHOMA

C. Historical: Lowell Mason composed this song.

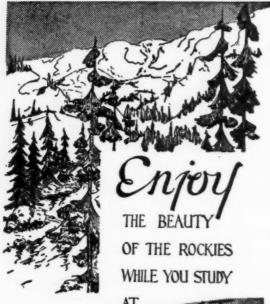
He was the first to introduce music into the public schools. Write a short story of his activities in this regard. Refer to any approved encyclopedia.

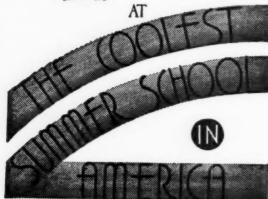
4. HOW LOVELY ARE THE MESSENGERS

HOW LOVELT
 Page 90
 A. Classification: Selection from the Masse.
 Felix Mendelssohn.
 B. Historical: Write a short paragraph on what Mendelssohn did for music. List three other songs composed by Mendelssohn. Refer to any approved encyclopedia.
 LULLABY Page 103
 A. Classification: Home Life—Selection From The Masters—Johannes Brahms, German Composer.

this song.

C. Historical: Write a short paragraph on how Brahms contributed to music. List three other songs composed by Brahms. Refer to any approved encyclopedia.





VACATION OPPORTUNITIES mountains, lakes, snow fields in July, deep pine fore dude ranches, national parks

STUDY FACILITIES an excellent library, well-equipped class laboratories, a new Liberal Arts Building, camp at 10,000 feet elevation in the Snowy

A FACULTY including department heads, visiting p

WIDE VARIETY in courses for both graduate and undergradu

COMBINE **a PROFESSIONAL INVESTMENT**

a PLEASANT EXPERIENCE **a PERSONAL SATISFACTION**

6. GONDOLIERA

Art Correlation:

DOLIERA Page 146
Classification: Modes of Travel,
Art Correlation: Find a picture of the city
described in this song. (In Italy.)
Geography: What is the mode of travel in
this city? How has Italy contributed to Geography: music?

D. Study: Learn the two parts to the latter half of this song. An excellent selection for

of this song. An excellent selection for public performance.

THE, BL,UEBELL, Page 163 Record #36032

A. Classification: Humor. Selection From The Masters—Edward MacDowell. A good number for your school choir.

B. Art Correlation: Find a picture which describes the setting of this song.

C. Historical: Write a short paragraph in your notebook on MacDowell's contribution to music.

notebook on MacDowell's contribution to music. Refer to encyclopedia.

8. THE LEAF AND THE BIRD A. Classification: Nature. Page 96

В. Art Correlation: Find a picture of trees in

Autumn. Observation Study: Explain the bird's eye over

the first note which indicates a slight hold. Observe that the common rhythmic figure in this song is a quarter note following two eighth notes. This holds all the way through the song. Let children feel this by tapping and watching the notes.

9. LADYBIRD Page 99

OYBIRD Page 99 Classification: Nature.

B. Art Correlation: Find a picture of a "lady-

bird."

Observation Study: The common rhythmic fig-ure in this song is two sixteenth notes fol-lowed by one eighth note and vice versa. The two sixteenth notes and one eighth note are sung in the time of one count. Children should tap and watch notes.

INSTRUMENTS OF THE ORCHESTRA Use Victor

RECORD #20523.

Brass: The third quarter should include a study of the brass instruments in the Symphony Orchestra.

A. Drill through use of record until children can recognize the French horn, trumpet, trombone, hass trombone, and tuba.

Find good pictures of each of these instruments and place in notebook. Draw pictures of each instrument in notebook.

Know where the brass instruments are located in the seating arrangement of the orchestra. Know how sound is produced on each instru-

D. ment.

References:

1. Victor's Instruments of the Orchestra Chart and Handbook,

Book of Knowledge Encyclopedia. Volume 4, Page 1287.
 World Book Encyclopedia. Volume 12, Page

5237.

4. Compton's Encyclopedia. Volume 10, Page 240.

FOURTH QUARTER Songs recorded on records #36032 and #36033.

1. APRIL Page 158

A. Classification: Nature.
B. Art Correlation: Find a picture with an April setting.

Observation Study: Another 3/4 waltz rhythm. Each phrase beginning on the third or un-accented count. There are four phrases in this song. Let the children find and feel the phrases.

D. Nature Study: Write a short paragraph on the subject "Beautiful April."

2. DABBLING IN THE DEW Page 162

A. Classification: Humor.

B. Art Correlation: Find a picture describing folk life one hundred years ago in Cornwall, Eng. B. land.

C. Historical: Write a short paragraph on the Cornish people. Refer to any approved encyclopedia.

3. TIME ENOUGH Page 175 Record #36033 Classification: Humor.

Art Correlation: Find pictures of as many different kinds of time pieces as possible.

Go West with ROBBINS TOURS 28 FULL DAYS—ALL EXPENSE FOR \$85

city

half for

The

um.

de

rour sic.

in ver

ble ure wo

ing

lyig. ol.

sa. ote

en

Or

oí m e.

ch

See Denver, Pikes Peak, Salt Lake City, Los Angeles, Hollywood, San Francisco, Pacific Ocean, Death Valley, Rocky Mts. and thousands of other places too numerous to mention. For full particulars write M. D. Robbins, Co. Supt. of Schools, Fredericktown, Mo.

C. Study Suggestions: An excellent number for your school choir or more experienced singers. Here is an example of a change of key and a return to the original key again. Children can be taught to note this change. Observe "soft" and "loud" places in this song indicated by "p" (piano or soft) and "f" (forte or loud).

4. CARAWAY AND CHEESE Page 156
A. Classification: School Choir.
B. Study Suggestions: Sing the two parts of this song. This is an excellent number for public performance.

5. DREAM SONG Page 180
A. Classification: School Choir.
B. Art Correlation: Find a picture of the sunset. C. Study Suggestions: This is a rather difficult number but one of the best in the outline. By all means, learn the two parts. Another example of key change and a return to the

By all means, learn the two parts. Another example of key change and a return to the original key. Follow the performance on the phonograph record very closely.

THE LITTLE TURTLE Page 177

A. Classification: Humor and School Choir.

B. Art Correlation: Find pictures of various kinds of turtles.

Appreciation: John Alden Carpenter composed this song. Write a short paragraph in note-book on his contributions to American music.

book on his contributions to American music.
Refer to encyclopedia.
Study Suggestion: Observe expression marks closely. The crescendo (gradually louder) at the end should be stressed. This is an excellent number for public performance. Piano accompaniment makes this number more interesting. Follow recording closely.

teresting. Follow recording closely.

7. THE PRIMROSE Page 178

A. Classification: Song Appreciation. S

Choir. Selection From The Masters. School vard Grieg.

vard Grieg.

B. Art Correlation: Find a picture of the primrose. Learn to recognize this flower.

C. Appreciation: Write a short story of Edvard Grieg stating what he contributed to music. Refer to encyclopedia.

D. Suggestions for Study: Observe marks of expression very closely. Another example of a key change with return to the original key. Follow the interpretation of the recording very closely.

8. THE SNOW Page 134

A. Classification: School Choir.

B. Art Correlation: Find a picture with a beautiful snow setting.

snow setting.
Study Suggestions: Learn two parts. Use with your school choir or advanced students. Observe marks of expression including the ritard (gradually slower) at the end. Children can learn this rather difficult number by giving careful attention to the recording.

9. GOOD NIGHT Page 137

celesta.

OOD NIGHT Page 137
Classification: Home Life.
Art Correlation: Find a picture of twilight time or sunset.

C. Study Suggestions: This is a good example of 6/8 rhythm with two counts in each measure.

Lead the children to feel this rhythm by marching two counts per measure. Dotted quarter note is the one count note. Three eighth notes are sung to one count.

INSTRUMENTS OF THE ORCHESTRA Use Victor

Record #20523.

Percussion: The fourth quarter should include a study of the percussion instruments in the Symphony Orchestra.

A. Drill through use of record until children can recognize the snare drum, bass drum, tympani (kettledrums), gong, tom tom, triangle, or-chestra bells, chimes, xylophone, tambourine, and

SAINT LOUIS UNIVERSITY



SUMMER SESSION

Graduate and Undergraduate Courses Faculty of Superior Teachers Special Courses for Teachers Thirty-Two Departments

For Summer Bulletin, Address DIRECTOR OF THE SUMMER SESSION Louis University Saint Saint Louis, Missouri

Principals— Superintendents— Teachers—

EMPLOYMENT FOR THE SUMMER

We are interested in contacting men with selling ability who have cars, are free to travel and are in a position to devote full time to our work for a minimum of ten weeks during vacation period. Those selected will be trained at our expense and given contract guaranteeing minimum of \$300.00. In your reply give age, experience, and date available.

Supplemental Education Association 128 No. Wells St., Chicago, Ill.

- B. Find good pictures of each of these instruments and place in notebook. Draw pictures of each instrument in notebook.
- Know where the percussion instruments are located in the seating arrangement of the orchestra.
- Know how sound is produced on each instrument, (By striking.) D.
- E. References:
 - 1. Victor's Instruments of the Orchestra Chart and Handbook.
 - Book of Knowledge Encyclopedia. Volume 4, Page 1287.
 World Book Encyclopedia. Volume 12,
 - Page 5237.
 4. Compton's Encyclopedia. Volume 10, Page



I Wanted to Follow My Doctor's Advice—But Where Could I Get the Money?

"I knew that my doctor was right. I did need a summer at the seashore. My! How I longed for sunny mornings on the beach, that salty tang of ocean air, a quiet hotel with good food. But how could I possibly manage it? Where could I get the money? Then a friend who knew about my predicament told me about Household. I sent the coupon—and really, I almost feel that I owe my restored health to them."

7203 Teachers Borrowed Cash This Simple Way in 1935

Many teachers could tell a story similar to the one related above because hundreds annually borrow from Household to make a health-giving vacation possible. The loan is managed privately, without embarrassment, without anyone's signature but your own. Write now for full information. No obligation to make a loan if you do not wish to. Mail this coupon today!

HOUSEHOLD FINANCE CORPORATION

Locally Managed Household Offices in 3 Missouri Cities
KANSAS CITY

2ndFl., Shankman Bldg.
3119 Troost Ave.
2nd Fl., The Dierks Bldg.
1006 Grand Ave.
ST. JOSEPH

ST. Missouri Theatre Building, 634 North

ST. JOSEPH tre Building, 634?
4th Fl., Tootle Bldg. Grand Blvd.

Household charges the low monthly rate set by the Missouri law, 2½% on unpaid balances only

FREE—Booklet and Application Blank Send today for free copy of "The Household Plan for School teachers"

Send today for free copy of "The Household Plan for Schoolteachers," specimen application blank and other information. Mail coupon NOW!



HOUSEHOLD FINANCE CORPORATION
(Mail to nearest HOUSEHOLD office)
Please mail me, free of charge, your brochure
"The Household Plan for Schoolteachers"
and specimen application blank. I understand
that this places me under no obligation to
negotiate a loan.

State		Amount I wis	h to horrow	
Address	 		City	
Name	 			

ITEMS OF INTEREST

E. E. HOENSHEL PROMOTED

E. E. Hoenshel, for many years a general agent for the American Book Company in Missouri, has been made manager of the Company's Chicago division. He takes the place held for a long time by J. C. Dockrill who has recently retired on account of age.

Mr. Hoenshel moved to Chicago and assumed his new duties on April first. For several years he has resided in Chillicothe, Missouri.

STANLEY HAYDEN TO WORK FOR COLLEGE

Stanley Hayden, superintendent of schools at Kahoka for the past twelve or thirteen years, has resigned his position there to accept the field secretaryship of the Northeast Missouri State Teachers College. The position was formerly held by Clyde Willis who recently moved to Columbia from which point he is traveling in the interests of the Lyons and Carnahan Publishing Company.

SUPERINTENDENT E. F. BUSH ONE OF WELLSTON'S GREAT MEN

Superintendent Ernest F. Bush was recently pointed out by a speaker at the All-Wellston Patriotic Celebration as one of the three men who had made the greatest contribution to the growth and welfare of the community. Having mentioned two others who are no longer living the orator said: "The third is Professor Ernest F. Bush, who has been superintendent of the Wellston schools since 1904, and has made a real contribution to the educational as well as the moral life of Wellston. His standards of life have been noble and high, his desires for his students sincere, and his example will inspire many for years to come."

FERGUSON'S NOTES ON N. E. A. CONVENTION

The teaching staff of the Ferguson public schools has issued a compendium of notes on the recent convention of the N. E. A. at St. Louis. This collection of notes by the attending teachers consists of 33 pages of mimeographed material of observations and comments by members of the faculty attending the convention. The notes indicate a sincere, active and intelligent interest on the part of the 33 teachers who wrote them. From our information, the project was participated in by each member of the Ferguson faculty in both secondary and elementary schools.



Rural to College Inclusive.

Special Territory West of Miss. Free Booklet "How To Apply, etc." 50c to non-members. Unexcelled Service. Largest in the West. WM. RUFFER, Ph.D., Mgr.

ALBERT TEACHERS AGENCY

50th Anniversary
25 E. JACKSON BLVD., CHICAGO, ILL.

FORWARD TO BETTER PAY. Two-thirds 1935 placements promotions. Large increase over 1934. Calls now coming in. Send for folder.

"Correspondent" Agencies:
E. T. Duffield, 535-5th Ave., N. Y.
Alta B. Collier, Inc., Spokane, Wash.

FISK TEACHERS AGENCY CHICAGO

The best school systems throughout the country, both public and private, request us to recommend teachers to them. Excellent teachers are always in demand.

Address 1200 Steger Building, 28 E. Jackson Blvd., Chicago, III.

There are no better schools in the United States than those with which we work. We do an especially fine business in the Chicago suburbs.

HUGHES TEACHERS AGENCY

25 E. JACKSON, CHICAGO

Member National Association Teachers Agencies

We fill all types of positions from Nursery School to University. Teacher situation unquestionably the best it has been since 1929.

STUDENT COUNCIL FEDERATION OF THE CENTRAL STATES

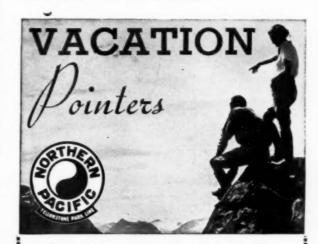
An organization for the purpose of bringing together ideas pertaining to the organization of student councils and encouraging student participation in school control was originated eight years ago in the Central High School of Joseph, Missouri, with Miss Louise Barthold, Adviser to Girls, as one of its chief exponents and leaders. Eight meetings of the federation have been held and the value of the organization seems to have been completely demonstrated and firmly established. At the 1935 meeting, held at Omaha, it was decided to organize state groups with the idea of interesting as many high schools as possible in the movement. Central High School at St. Joseph was named chairman of the Missouri group. The 1936 meeting will be held at Sedalia and it is expected that an increased number of Missouri schools will participate. The date for the meeting is not yet set but it will be some time in the fall.

- W. F. Knox has been reelected for his eleventh term as superintendent of the Jefferson City schools.
- J. A. Burnside has been reelected superintendent of schools at Marceline for his eighth term.

Sikeston has completed plans for the erection of a \$35,000 elementary school building. The building will be two stories high, contain four classrooms, principal's office, and rest rooms on the first floor and four recitation rooms on the second floor. The district has \$31,000 in the building fund, so no bond issue is required.

- Paul J. Keith was reelected to serve his fourth term as superintendent of the Maysville schools.
- W. S. Bennett has been reelected as superintendent of the Shelbina public schools.

- J. H. Neville, for the past twelve years superintendent of schools at Kirksville, was recently reelected by the board of education for a two year term.
- G. L. Faulkner of Leeton has been elected superintendent of the Greenwood schools. He succeeds R. A. Sullivan who died recently.
- A. Russell Gwynn has been reelected superintendent of the Paris schools.



For free literature and vacation information fill in and mail the coupon to

F. A. ACKER Dept. A, Northern Pacific Ry. 116 Railway Exch. Bldg., Kansas City, Mo.

I am interested in vacation trip to include:

- () N. E. A. Convention, Portland. () Dude Ranches.
-) Yellowstone Park (Tours via hotels this year are lowest in history.)
- () Pacific Northwest. () Alaska. () California. Please send literature and full information.

NAME.

ADDRESS

... 342-B

Air-Conditioned, Roller-Bearing

NORTH COAST LIMITED

neral y in Complace who

umed veral souri.

nools teen aceast oosiwho

oint

yons

EN ntly ston nen to ity.

no is per-04, caon.

and

to

olic on St.

mhe iche n-

-09

in in Mrs. Laura Spitler of Rich Hill has been appointed by Governor Park as County Superintendent of Schools of Bates County to succeed Elgie Sivils who resigned recently.

T. Dean Adams, for four years superintendent of the public schools at Center, Missouri has been elected by the board of education as superintendent of the Palmyra public schools to succeed O. L. Pierce who has headed the Palmyra system since 1929. Mr. Pierce expects to move to Macon to engage in the mercantile business.

W. C. Morton, superintendent of the schools at Buffalo for the past six years has accepted the superintendency at Appleton City. He will succeed at Appleton City Mr. G. W. Humphrey who has had charge of the schools there for ten years.



STUDY THIS SUMMER € III. STUDY THIS SUMER € III. SUMER € III. STUDY THIS SUMER € III. STUDY THIS SUMER € III.

EARN SIX HOURS CREDIT NATIONAL UNIVERSITY—ENJOY EXOTIC OLD MEX-ICO—TEXAS CENTENNIAL—FOR ALL-EX-PENSE PLAN AND CATALOGUE WRITE

UNIVERSITY OF WORLD TRAVEL

This Summer ...
Go EAST, WEST, or MEXICO
with COLLEGE CREDIT
Standard colleges participating—only \$175

Hotels or Camps, optional Send for free tour books

all-expense up

State whether you desire to go East, West or Mexico

Greater UNIVERSITY OF TOURS OKLAHOMA CITY, OKLAHOMA

NATIONAL PHYSICAL ED. ASS'N IN ST. LOUIS

The Ninth Convention of the National Association of the Directors of Physical Education for College Women in conjunction with the Mid-West Section Association will be held in St. Louis, Missouri, April 12-14. The head-quarters will be Hotel Statler. Miss Mary R. McKee is President of the Mid-West Section and Chairman of Local Arrangements. For further information write her in care of Women's Gymnasium, University of Missouri, Columbia.

\$\$500\$\$

For your vacation if you have a car and are willing to step on the gas. Write fully,

T. G. Nichols Company, Inc. City Bank Building, Kansas City, Missouri

EARN MONEY NEXT SUMMER!

While living at home and doing work you will enjoy. No selling to individuals. Not books. Car necessary. Open to men or women. Address Dept. 77, School and Community, Columbia, Mo.

A COURTESY TO TEACHERS

You may now buy beautifully tailored dresses directly from MANUFACTURER at \$12.75, selling elsewhere at \$19.75 to \$25.00.

Tailor Maid Frocks, Inc.

Manufacturers

819 Washington Ave. Fourth Floor St. Louis, Mo.

TEACHERS WANTED

A limited number of Superintendents, Principals and teachers having the use of a car can earn from \$240 up for eight weeks work during summer vacation. For particulars write Dept. 701, 3301 Arthington St., Chicago, Ill.

Why Not
Fifty-two
Pay Checks
a Year?



on Credit No Position,

No Pay

Attend

CHILLICOTHE BUSINESS COLLEGE

Those of limited means need advance only a third of their board and tuition expense, the college finances the other two-thirds so the student may pay out of earnings. New \$20,000.00 Dining Hall recently completed, six other big buildings in beautiful campus. \$40,000 Stadium, \$60,000 Gymnasium-Auditorium, \$30,000 Swimming Pool, over 2500 students each year. For free catalog, address

CHILLICOTHE BUSINESS COLLEGE, CHILLICOTHE, MO.

tion the in ead-R. tion For of ouri,

k s. n

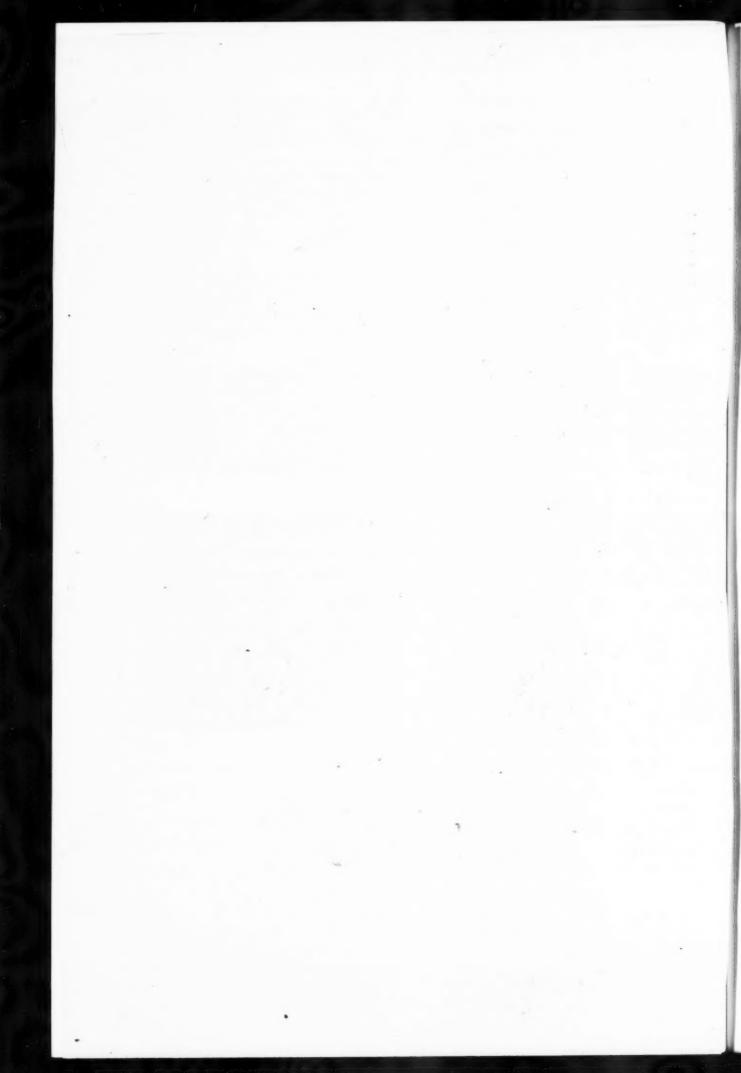
e

5,

s, se nt n.

0.

i



THE STATE TEACHERS COLLEGES OF MISSOURI are Service Institutions for Missouri

They are well-established, well-equipped, well-manned institutions having unexcelled ratings. Thousands of teachers in service avail themselves of the opportunities afforded by the Summer Sessions, whose dates are as follows:

KIRKSVILLE - - June 1 to August 7

WARRENSBURG - - June 8 to August 13

CAPE GIRARDEAU - May 26 to July 31

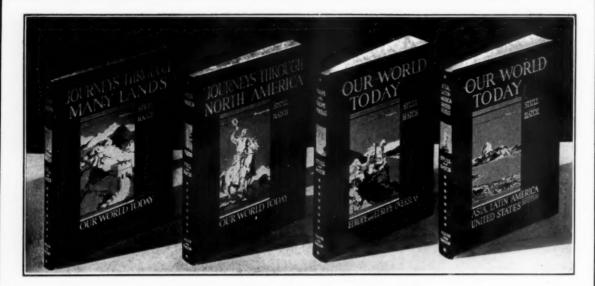
SPRINGFIELD - - June 1 to August 6

MARYVILLE - - - June 2 to August 6

FOR DETAILED INFORMATION WRITE:

DEAN L. A. EUBANK, Kirksville
PRESIDENT E. L. HENDRICKS, Warrensburg
PRESIDENT W. W. PARKER, Cape Girardeau
PRESIDENT ROY ELLIS, Springfield
PRESIDENT UEL W. LAMKIN, Maryville

Students may enter at the middle of the Spring Term, the term now in progress.



THE NEW GEOGRAPHY

He was a scholar and a ripe and good one, Exceeding wise, fair-spoken and persuading.
—Shakespeare

The recent meeting of the Department of Superintendence at St. Louis will linger long in memory as the occasion for one of the finest demonstrations of teaching ever witnessed by those privileged to be present.

Roy Winthrop Hatch, with the platform of the great Auditorium as his classroom, and facing the kindly but critical observation of six thousand teachers from every state in the Union, gave a masterly demonstration of how to teach a controversial subject.

A typical class of young Americans, intent on their topic, Supreme Court Decisions on New Deal Measures, forgot audience and were indifferent to microphones, as they responded to the skillful leadership of Mr. Hatch.

The devoted followers of Plato at the Academy, the eager youths who crowded the classes of Peter Abelard at the Cathedral School of Notre Dame the young seamen listening with rapt attention to Henry the Navigator in his high tower on a rocky cape of Portugal, were never more closely held under the spell of a teacher's genius than were these young moderns under the guidance of Professor Hatch.

Fortunately, we are living in an era when fine teaching need not be limited to a favored few. The teaching genius shown so spectacularly to the assembled audience at the Department of Superintendence characterizes Professor Hatch's writings as well as his classroom work. It is perhaps most noticeable in his collaboration with Professor Stull which produced the New Geographies, Our World Today, generally conceded to be the most teachable as well as the most interesting and attractive textbooks in this subject.

Allyn and Bacon

BOSTON ATLANTA NEW YORK SAN FRANCISCO CHICAGO

DALLAS